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Sample Units for Use in Implementing an Effective ESOL Program.

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A collection of 20 sample units for use in implementing an effective ESOL (English for Speakers of Other Languages) program. The collection includes units for the first through sixth grade in science, arithmetic, spelling, social studies, and language. Throughout these units special emphasis is placed on using linguistics and adapting oral-aural techniques to the classroom to teach English as a second language. The samples are intended to be an aid in solving the problems characteristic of the Spanish-speaking child and the speaker of substandard English. Related document is ED 027 984. [Not available in hard copy due to marginal legibility of original document.] (RH)

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SAMPLE UNITS FOR USE IN IMPLEMENTING AN EFFECTIVE ESOL PROGRAM

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SPEAKING
WRITING
LISTENING
READING

Developed by Participants of
the NDEA Institute on ESOL as
partial fulfillment of requirements
for Applied Linguistics

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INTRODUCTION

This guide is intended for the use of teachers of English as a Second Language, who wish to adapt oral-aural techniques to classroom use.

It presents samples of oral drills which demand a structured response of the pupil. These responses give the child practice in basic English sentence patterns. Other drills help both teacher and child recognize the phonetic problems characteristic of the Spanish-speaking child and the speaker of substandard English.

The samples cover various grade levels and varied subject matter areas. They are not intended to be a course of study, but to be an aid to new teachers and teachers unfamiliar with linguistic materials. It is recommended, however, that a teacher inexperienced in aural-oral methods attend a workshop or demonstration of those techniques.

The ideas and materials of the units in this guide may be changed according to the needs of each class at the discretion of the teacher. Although it was designed by teachers working in the San Antonio and South Texas area, its basic techniques are universally applicable.

UNIT --THE FARM

I. Primary Objectives:

A. To locate and isolate Linguistic problem areas.

B. To develop skills of using correct language patterns through aural-oral techniques.

C. To acquaint the child with the farm and its enviorment (animals, buildings, machinery) through various activities.

II. Specific Objectives:

A. To expand the child's vocabulary.

B. To improve pronunciation by correcting consonant and vowel errors.

1. Consonant errors.

    a. Substituting voiceless sounds for the voiced English sounds.

/f/ for /v/	/t/ for /d/
/s/ for /z/	/k/ for /g/

    b. Interchanging /b/ for /v/.

    c. Confusing /ch/ for /sh/.

    d. Confusing /y/ for /j/.

    e. Substituting /d/, /f/ or /t/ for the voiceless /th/. Substituting /z/, /v/ or /d/ for the voiced /th/.

    f. Omission of the /h/ sound in words beginning with /hu/ as in who (As Spanish sound for pronuncing (Ju) an)..

2. Vowel errors.

    a. Adding the /e/ sound before initial sc, sm, st, and sp blends.

    b. Using the long e sound for the short i sound.

    c. Substituting the long u or oo sound for the short u sound.

d. Substituting the short u sound for the awe sound of al, au, aw, and ou.

C. To develop creative stery-telling skills using desired language patterns.

III. Activities and Materials:

A. Pictures

B. Latto-Game

C. Stories

D. Objects

E. Filmstrips

F. Songs (Records)

G. Finger Plays (poems and riddles)

H. Puppets

I. Diarama

J. Murals

K. Mimeographed materials

L. Tape recorder.

IV. Procedure:

A. Directed dialogue - Show picture of a typical farm.

Teacher: Boys and girls, today we are going to talk about the farm.

Basic Dialogue

Teacher: "This is a farm. Here is the farmer. He is the father.

Here is the farmer's wife. She is the mother. They have two children. This is Maria. Here is Juan. They live on the farm. This is the barn. Here is the silo. This is the tractor. Here is the barnyard. These are the farm animals. These are the pigs. Here are the cows. These are the ducks, chickens, horses, etc. They live on this farm. Let's go and see them."

B. Drills. Teacher should model each drill three (3) times before children repeat. Follow same procedure for all drills. Teacher must correct any mispronunciation. Child should not be corrected in isolation, group is drilled first and than child repeats the drill.

1. Question and answer drill - Procedure for this drill: teacher to class, teacher to group, teacher to individual. Reverse procedure, class to teacher, group to teacher, and finally individual to teacher.

Teacher	**Pupil(s)**
"This is a farm."	
"What is this?"	
"This is a farm."	
"What is this?"	"This is a farm."

2. Chain drill - Procedure for this drill: same as the question and answers drill.

Teacher		Pupil(s)
"What is this?"(holding a model.)		
"This is a ________."		
"What is this?"		"This is a ______."
		"What is this?"(to 2nd. pupil)
	2nd. pupil	"This is a ______."

Note: Apply this procedure for individual words in the basic dialogue.

3. Substitution drill - Procedure for this drill: a sentence is used. A noun, verb, an adjective is substituted in the original sentence.

Teacher	**Pupil(s)**
"The farmer lives on the farm."	"The farmer lives on the farm."
"He ________________."	"He lives on the farm."

Note: Teacher gives cue word only.

"The wife lives on the farm."	"The wife lives on the farm."
"She __________."	"She lives on the farm."

Teacher	Pupil(s)
"Juan lives on the farm."	"Juan lives on the farm."
"He ________________."	"He lives on the farm."
"Maria lives on the farm."	"Maria lives on the farm."
"She ________________."	"She lives on the farm."
"The pig lives on the farm."	"The pig lives on the farm."
"The pigs live on the farm."	"The pigs live on the farm."
"They ________________."	"They live on the farm."
"The cows live on the farm."	"The cows live on the farm."
"They ________________."	"They live on the farm."

Note: Continue some procedure for all other words.

4. Progressive drill - procedure for this drill: same as above except that it is a multiple substitution drill.

Teacher	Pupil(s)
"I have a sheep"	"I have a sheep."
"____black_____."	"I have a black sheep."
"__________cow."	"I have a black cow."

5. Repetition Drill or Dialogue Variation - Procedure for this drill: pupil pointing to individual pictures in his possession.

Teacher	Pupil(s)
"These are the pigs."	"These are the pigs."
"What are these?"	"These are the pigs."

6. Evaluation Activities. To test the child's ability to use oral language structures already learned.

Procedure:

Display the following pictures on the chalkboard; barn, silo, tractor, farmhouse, farmer, wife, Juan, Maria, farm, cow, chicken, pig, duck, sheep, house, dog, cat.

Seat the class in one or two semi-circle(s).

Activity #1.

Teacher	Pupil
(Holding a picture of a barn.)	(Taking the picture from the teacher.)
"Enrique, what is this?"	"This is a barn."
(Holding a picture of a sheep)	(Taking the picture)
"Rosa Maria, What is this?"	"This is a sheep."

Note: Choose a child to be the teacher. Follow the same procedure until all the pictures are talked about.

Activity # 2.

Procedure: Display all the pictures.

Teacher	Pupil(Class)
"Mary Alice, who lives on the farm?"	(Child decides on the picture) "The farmer lives on the farm."
Pointing to the picture of the furmer. "Class, does the farmer live on the farm?"	"Yes, he lives on the farm."
"Manuel, who lives on the farm?"	"The cow lives on the farm."
"Class, does the cow live on the farm?"	"Yes, the cow lives on the farm."

Note: Follow the same procedure for other pictures appropriate to sentence structure.

Finger Plays

This little pig.
Danced a merry, merry jig. (Point to your thumb)
This little pig
Ate candy. (Point to your pointing finger.)
This little pig
Wore a blue and yellow wig. (Poing to your middle finger.)
This little pig
Was a dandy (Point to your ring finger.)
This little pig
Never grew to be big---
So they called him Tiny Little Andy. (Point to your little finger.)

****

Rabbit Finger Play Game

Two rabbits came along this way
    Hippity--hippity--hop
They hopped around so very gay.
    Hippity--hippity--hop.

SAMPLE LESSON FOR TEACHING A POEM

LINGUISTIC FOCUS--GRADE II

In the second grade it is necessary to reinforce those skills taught in the first grade. Since the phonemes /č/ and /š/ are two sounds most frequently misused by Spanish speaking children, these sample units have been developed with emphasis in this area.

I. Objectives

A. Be able to use and discriminate between fronto-palatal affricate /č/ sound and fronto-palatal fricative /š/ sound.[1]

B. Teach rhyming words.

C. Project mood and feeling of poem through intonation, rhythm, stress, gesture, and voice quality.

D. Ability to create other rhymes by using contextual and phonetic clues.

E. Develop child's ability to interpret poems through creative illustrations.

F. Recall ordinal numbers to ten.

G. Increase child's desire to improve writing by permitting him to write a stanza of the poem and them illustrate.

II. Procedure

A. Introduce "Chico, Charlie" song from Gloria and David Series.

Chico, chalk, charro, chair,
Children, chicken, catch,
Chapa, church, chili, chair,
Catcher, pitcher, patch.

B. Read and model entire poem to class and show pictures of farm scene.

The Chickens

Said the first little chicken,
With a queer little squirm,
"I wish I could find.
A fat little worm."

---

[1] /č/ as in chair; /š/ as in shoe.

Said the second little chicken,
With an odd little shrug
"I wish I could find
A fat little bug."

Said the third little chicken,
With a sharp little squeal,
"I wish I could find
Some nice yellow meal."

Said the fourth little chicken,
With a small sigh of grief,
"I wish I could find
A little green leaf."

Said the fifth little chicken,
With a faint little moan,
"I wish I could find
A wee gravel-stone."

"Now, see here," said the mother,
From the green garden-patch,
"If you want any breakfast,
Just come here and scratch."

Unknown

C. Drills

I. Repetition

Teacher: "Said the first little chicken."- 3 Times
Children repeat:
Teacher: "With a Queer little squirm."- 3 Times
Children repeat:

2. Backward build-up

Teacher	Pupil
squirm	squirm
little squirm	little squirm
a queer little squirm	a queer little squirm
with a queer little squirm	with a queer little squirm

Continue in the same manner for third and fourth lines.

3. Question and answer

Teacher:	"What rhymes with squirm?"
Pupil:	"Worm rhymes with squirm."
Teacher:	"How would a worm squirm?" (gesture)
Pupil:	"This is how a worm would squirm."
Teacher:	"Who wanted a fat little worm?"
Pupil:	"The first little chicken wanted a fat little worm."

Follow same routine for teaching other verses.

D. Rhymes made by children after being given the clues as to other things a chicken can do.

Said the sixth little chicken.
With a nod of his head.
"I wish I had
A big loaf of bread."

Said the seventh little chicken,
With a peck of his bill.
"I wish I had a
A vitamin pill."

Said the eighth little chicken,
With a flip of his wing,
"I wish I could
Just sit here and sing."

Said the ninth little chicken,
With a blink of his eye,
"I wish I had
Some green apple pie."

Said the tenth little chicken,
As he scratched his fleas.
"I wish I had
Some cottage cheese."

"Now, see here," said the mother hen
From the green garden patch.
"If you want any breakfast,
You just come here and scratch."

E. Children draw a picture to illustrate each verse.

F. Word drills for emphasizing /č/ sound. Model words listed below, have children repeat then locate the position of the /č/ sound. (Word initial, medial, or final).

chalk
children
chin
chase

kitchen
matches
peaches
teacher

catch
church
reach
beach

Word drills to point up differences in /č/ and /š/ sounds using minimal pairs. Use visual aides to distinguish meaning. It is important that the pupil know that by the difference in pronunciation different meanings are conveyed.

chop--shop
shoes--choose
shin--chin

ship--chip
share--chair
sheep--cheap

G. Test children by having them choose between /č/ and /š/ sounds as teacher dictates words. Students write the sound they hear on paper.

H. Some simple dicated sentences using /č/ and /š/ phonemes are suggested.

1. I like to fish.
2. This is my chin.
3. Did you make a wish?
4. Put the chair here.

I. Game (Who Has It?)

Suggested materials---(small toy objects)
plastic cherries, chicken, necklace chain, fish, dish, sheep, watch.

Tito sits in front of room with back to others. Object is placed under the chair and Maria gets it and takes it to her desk.

Tito: "Manuel, do you have my chain?" (not- do you gots)

Manuel: "No, I do not have your chain."

Tito: "Who has my chain?"

Maria: "I have your chain."

Maria then sits in chair to continue game. Tito chooses next one to take object.

J. Culmination

Divide class into three groups (eleven children in group) and go to different rooms to recite poem each displaying his illustration of the verse recited.

Sing "Chico, Charlie" jingle before and after reciting poem.

Poems To Read and To Learn, Compiled by Nila Blanton Smith. David and Gloria Series. Record and book.

THE "QUIET SOUND" (GRADE 2)

Purpose: To introduce the /š/ sound and to practice recognition and discrimination of the /š/ sound.

I. Introduction

    A. The /š/ sound
    B. Recognizing the /š/ sound

II. Listening Poem (or story)

    Student - response
        listen

III. Listening drills

    A. In syllables
    B. In words
    C. In more words

IV, Summary

    A. /š/ words
    B. Listening drills

V. Games for the development of /š/ sound

    A. /š/ box
    B. Go fish
    C Thumbs up

INTRODUCTION

The sound we will learn today is sometimes called the ''quiet sound.'' Listen closely and see if you can say that it is a good name for our sound.

''SH''

''SH'' says mother,

''SH'' says father,

"Running in the hall
is a very big bother.''
''Mrs. Grumpy Grundy,
Who lives down below,
Will come right up
First thing you know.''
''Sh'' says father,
''Sh'' says mother,
"Can't you play a quiet game
Of some kind or the other?''

James S. Tippett

Drills for the /š/ sound

Did you listen for the ''quiet sound?'' Do you know what letters make this sound? Do you think this is a good name for the sound /š/ makes? Would you like to tell us why? (This will give the children an opportunity to relax and those that did not grasp the objective of the listening poem will now do so.)

We will learn the poem together so that we can remember our''quiet sound.''

I. Question and answer drill

Teacher reads first line. (listen)

''SH'' says mother. (three times)

Question: What does mother say?"

Model: ''SH'' says mother.

Question - answer: Teacher: ''What does mother say?''

Children: ''SH'' says mother''

(same routine for each line)

II. Repetition drill

(model) Teacher: ''SH'' says mother.

Children: ''SH'' says mother.

III. Chain drill

Teacher: Listen ''SH'' says mother.
Model: ''What does mother say?''
Model response: ''SH'' says mother.''

First child: ''SH'' says mother

''What does mother say?''

Second child: ''SH'' says mother.
''What does mother say?''

IV. Summary

A. Listening drill for /š/ sound

B. Games for enrichment

Listening Drills

Purposes:

To hear, say, and spell the /š/ sound in initial, medial, and final positions.

As you read this rhyme, ask pupils to listen closely to a quiet sound.

Shellfish may wish
That they were fish.

Ask them to name other words that have the SH sound:

shoe, shelf, show, shop, shape, ship, dish, wash.

Listen again for the quiet sound.

She sells seashells
By the seashore.

The following word drills may be helpful in establishing the sound of /š/.

shirt
shop
show
shake

sheep
share
push
shoulder

ocean
shower
ashes
fashion

dishes
sunshine
ship
shine

should
shall
seashell
she

brush
fish
trash
wish

shake
wash
shout
shower
machine
dish

SH Games

I. SH box-

Cut a slit on the top of a box. Have a number of pictures with SH sound and some with other sounds. Let a child put all SH words in the box.

2. Go Fish-

Cut some fish from construction paper. Attach a paper clip to each. Get a pole and attach a magnet on a piece of string. Call out two words at a time if the child chooses the SH word he fishes. Best for small group.

3. Thumbs Up-

Use word list for the SH sound. If you hear the SH sound put your thumbs up. If you do not hear the SH sound put your thumbs down.

Books

Ayer, Jacqueline, A Wish For Little Sister, New York, Harcourt, Brace and World Inc., 1960.

Jacobs, J., The Three Wishes, New York, Whittlesey House, 1961.

Spell Correctly, Silver Burdette Co., Morristown, New Jersey, 1968.

THIRD GRADE LANGUAGE

Objective: To guide teachers in teaching the correct usage of bring, brought, buy, bought
using the four basic skills, listening speaking, reading and writing.

I. Objectives

A. Correct usage of words
  1. Buy and bought
  2. Bring and brought
B. Choose proper word
  1. I buy a toy at the store.
  2. I bought it at the store.
  3. I bring it to school.
  4. I brought it from my house.
C. Produce following sounds:
  1. /ɔ/ as in bought, brought
  2. /ŋ/ as in bring
D. Teaching points
  1. Past of buy: bought
  2. Past of bring: brought
E. Materials needed:
  1. Several objects: pencils, erasers, box of crayons, rocks, plastic flowers, magnets, and/or any other small objects in the room.
  2. Play money or some coins
  3. Paper and pencil for individual written exercises.

II. Procedure

A. Set small objects out on a table or desk.
  1. Appoint a child as a storekeeper.
  2. Pass out coins to different children in the class.
B. Use drills.
  1. Question - response
    (a) Example
      A child with a coin goes to the shop
      Storekeeper: May I help you?
      Buyer: Yes, I want to buy a (toy). (Pupil chooses an object.)
      Class: (Name of buyer) wants to buy a (toy).
        (Buyer pays for tje object.)
      Buyer: I bought a (toy).
      Class: (Name of buyer) bought a (toy.)
        (Each buyer takes object to his place.)
        Once every buyer has returned to his desk, the teacher calls a buyer.
      Teacher: (Name of child), will you bring the (Name of toy) to me?
      Buyer: Yes I'll bring the ---- to you.
      Teacher to class: What did ____ bring to me?

Class: ___________brought the _____to you. (Students who were not buyers take turns playing the teacher's role.)

Drills for Buy and Bought:

Substitution Drill:

Teacher Stimulus	Pupil Response
Ralph bought a candy for 10 cents:	Ralph bought a candy for 10 cents.
He.	He bought a candy for 10 cents.
Toy.	He bought a toy for 10 cents.
She.	She bought a toy for 10 cents.
Doll.	She bought a doll for 10 cents.
They.	They bought a doll for 10 cents.
It.	They bought it for 10 cents.
Martha can buy a doll for 49 cents.	Martha can buy a doll for 49 cents.
She.	She can buy a doll for 49 cents.
We.	We can buy a doll for 49 cents.
Seat.	We can buy a seat for 49 cents.
I.	I can buy a seat for 49 cents.
Basket.	I can buy a bakket for 49 cents.
It.	I can buy it for 49 cents.

Progressive:

Teacher Stimulus	Pupil Response
Susan bought a flower for 19 cents.	Susan bought a flower for 19 cents.
Small.	Susan bought a small flower for 19 cents.
Doll.	Susan bought a small doll for 19 cents.
Paper.	Susan bought a paper doll for 19 cents.

Big.	Susan bought a big doll for 19 cents.
Plane.	Susan bought a big plane for 19 cents.
Red.	Susan bought a big red plane for 19 cents.
Billy can buy a toy for 89 cents.	Billy can buy a toy for 89 cents.
Small.	Billy can buy a small toy for 89 cents.
Big.	Billy can buy a big toy for 89 cents.
Blue.	Billy can buy a big blue toy for 89 cents.

Chain Drill and Question and Answer Response:

Teacher: What did Veronica buy with her nickle?
Child 1: What did Veronica buy with her nickle?
Child 2: She bought a doll with her nickle.
Child 2: What did ___buy with his nickle?
Child 3: _____bought a _____with his nickle.
Child 3: What did _______buy with her nickle?

This goes from child to child around the room, using appropriate names and any toy the child wishes.

Integration Drill:

Teacher: Alex bought a toy car. Alex paid 59 cents for.it.
Pupil: Alex bought a toy car and paid 59 cents for it.

Drills for Bring and Brought:

Substitution Drill:

Teacher Stimulus	Pupil Response
Juan brought a book to school.	Juan brought a book to school.
Pedro.	Pedro brought a book to school.
Tablet.	Pedro brought a tablet to school.
Pen.	Pedro brought a pen to school.
Maria.	Maria brought a pen to school.

Progressive Drill:

Teacher Stimulus	Pupil Response
Stephen brought a book from the library.	Stephen brought a book from the library.

Comic.	Stephen brought a comic book from the library.
Shelf.	Stephen brought a comic book from the shelf.
Old.	Stephen brought an old book from the shelf.

Chain Drill and Question and Answer Response:

Teacher: What did the dog bring?
Child 1. It brought a bone.
What did the cat bring?
Child 2: It brought a ______.
What did the (same animal) bring?

Replacement Drill:

Teacher Stimulus	Pupil Response
Alex brings a toy to school.	
Alex brought a toy to school.	Alex brought a toy to school.
John brings a cat home.	John brought a cat home.

Integration Drill:

Teacher: Janet brought the paper. The paper is for Susan.
Pupil: Janet brought the paper for Susan.

READING AND WRITING EXERCISES

Directions: 1. Teacher reads each sentence with the correct answer to the class.
Class repeats sentences as they are read to them.
Individual: A child reads the sentence with the correct answer.
2. Each child will copy the sentences on their papers with the correct answer.
3. Individual copies maybe passed out in which the pupil needs to fill in the answer only. (This maybe used for an evaluation.)

1. Roberto________a pencil for ten cents.
2. Juanita___________a book to school.
3. Who___________this book to the room?
4. Mario_______a can of peaches for 29 cents.
5. Who__________these roses to the room?
6. Who___________this rose for me?
7. Rachel________a new car.
8. Cynthia_________a pencil for Ruth.
9. Rebecca_________an eraser for ten cents.

10. Frank, who__________this table to the room?

Checking sentences: Each child will check his own paper. He may use a colored pencil or crayola. Individual reads sentence. If answer is correct, the class repeats it. If it is incorrect, class remains silent. . Pupils corrects his own paper.

THIRD GRADE LANGUAGE

Linguistic Focus: Using his,him, her, and hers. Pupils develop the knowledge to use these pronouns as substitutes for names and naming.

Objectives: Correct use of pronouns when talking.

1. About a boy--his or him.
2. About a girl--her or hers.
3. About yourself--my or mine.
4. About another person--your or yours.

Materials used: Pencil, book, tablet, and ruler.

Procedure: Have objects pencil, book, tablet, and ruler on desk to be used as demonstration.

Substitution Drill: Repeat as much as necessary.

Teacher Stimulus	Pupil Response
This is John's pencil.	This is John's pencil
This is his pencil.	This is his pencil.
This is his.	This is his.

Substitute tablet, book, and ruler.

Teacher Stimulus	Pupil Response
This is Mary's tablet.	This is Mary's tablet.
This is her tablet.	This is her tablet.

Substitute for pencil, book, and ruler, until children are able to use his and her correctly in referring to a boy or girl.

Directed Dialogue: Teacher directs student to ask a question directs other students to give a specific answer. Teacher models.

T-John do you have a pencil? A-Yes, I have a pencil.
T-John ask Mary if she has a pencil.
P-Mary, do you have a pencil? (tablet,book,or ruler)

Proceed in this manner until all pupils have had an opportunity to participate.

Transformation or Conversion Drill: Practice in changing from the affirmative into negative or interrogative.

T-He has a book.
P-He has a book.
T-He doesn't have a book.
P-He doesn't have a book.
T-Does he have a book?
P-Does he have a book?
T-No, he doesn't have a book.
P-No, he doesn't have a book.

Substitute pencil tablet, and ruler. Use substitution drill.

T-John is this your pencil?
P-No, it is not mine.
T-Mary is this your pencil?
P-yes, it is mine.

Expansion Drill: Teacher models question and answers.

T-Mary, give the book to John.
T-Mary, give it to him (her).

This is her ruler. Is that your pencil, John? That book is his, but the tablet is mine. This isn't my book. He and she always have pencils.

Read paragraph in class orally and then copy. Correct papers for good penmanship and punctuation.

Evaluate: Dictate sentances and check papers. Point out mistakes. Reinforce weak points.

Dictation:

There was once a pretty chicken. But his friends were very few. For he thought that there was nothing in the world but what he knew.So he always in the farmyard, hed a very forward way. Telling all the hens and turkeys what they ought to do and say.

How To Make A Puppet

John showed Jane how to make a puppet. He told her to draw a picture of a girl. She colored it and cut it out. Joe helped her to make the arms and legs with paper clips. She tied a string to the puppet's head. He and she used a magnet back and forth behind the puppet. The puppet danced. Can you make a puppet?

THIRD GRADE LANGUAGE

CORRECT USAGE OF WORDS

Teacher's Role

The teacher's role is twofold: First, the teacher serves as a model for the pupils to imitate. Second, the teacher must know the points of difference, both letter sounds and sentence structures.

I. Objectives:

1. To give practice in pronouncing words commonly mispronounced.

2. To make children aware of different sounds in words and to help them say these sounds clearly.

3. Vocabulary items:
   (1) has, have

4. Provide practice of these words in their frames until the pupil can produce them spontaneously.

5. Teach the vocabulary in word drills and in basic grammatical patterns.

6. Teach language patterns which are immediately useful to pupils.

II. Procedures:

A. Presentation of the lesson.

(1) The modeling of all learnings by the teacher.

(2) Introduce, sustain, and harmonize the learning of the four skills in this order: hearing, speaking, reading and writing.

(3) Response to Drill ----

(4) Substitution Drill ----

(5) Replacement Drill ----

B. Pronunciation.

(1) Pronounce the sentence or language pattern four or five times, making certain that pupils hear and see easily.

(2) Repeat the model sentence loudly, clearly, and at normal speed. Have the entire class imitate it as accurately as possible. This process should be reapeated with the entire class responding about eight times.

C. Materials: Objects and pictures.

III. An Evaluation

Introduce and harmonize the learning of the writing skill.

Written Exercise

Teacher: Read each sentence with the correct answer.

Class: Repeat Sentence.

Individual: A child reads the sentence with the correct answer.

Each child fills in the blanks individually.

Have and Has

1. I ______a pencil.
2. He ______a dog.
3. You _____a piece of chalk.
4. I don't______a large box.
5. He ______not eaten anything.

SAMPLE LESSON FOR TEACHING

HAVE, HAS

Instructions to the Teacher: Present the words to the class.

Pronounce the words very clearly to the class. Then have the children pronounce the words. Have sentences which include the words.

A. Response to Drill ___Elicit responses to questions based on the words.

Teacher	Pupils
What do you have?	I have a pencil.
What do you have?	I have books and paper.
What does he have?	He has a dog.
What does she have?	She has a book.
What do I have?	You have a piece of chalk.

B. Substitution Drill---Present a model sentence and tell the pupils to repeat.

Teacher	Pupils
I have a dog.	I have a dog.
We__________.	We have a dog.
They________.	They have a dog.
He ________.	He has a dog.
She_________.	She has a dog.

C. Replacement Drill---The teacher may substitute the noun, verb, or adjective in separate drills after presenting a model using as many vocabulary words, as possible.

Teacher	Pupils
I have a pretty blue coat.	I have a pretty blue coat.
I don't have a large box.	I don't have a large box.
I don't have soap to wash my hands.	I don't have soap to wash my hands.
He has not eaten anything.	He has not eaten anything.
Ted has no book.	Ted has no book.

THIRD GRADE SPELLING

A STRUCTURED PATTERN FOR TEACHING SPELLING TO CHILDREN WITH A LIMITED KNOWLEDGE OF ENGLISH

I. OBJECTIVES:

A. To recognize the /k/ sound spelled "k" and /k/ sounds spelled with "c", the /k/ sound spelled with "ck" and the /k/ sound spelled with "ch."

B. To recognize and spell the /ks/ spelled as "x".

Lesson I: Linguistic focus

A. Procedure:

1. Present words orally.
2. Have children repeat words in chorus.
3. Call attention to sounds.
4. Present orally until the children are able to hear /k/.

B. Examples:

1. Say the word keep.
2. Ask children to repeat.
3. Ask for other words with same beginning. sound: cat, call, car, can, and kiss.
4. Use in a sentence as follows: (Use only structured patterns that the children know. Do not introduce words that are not in their speaking vocabulary.)

Teacher Stimulus	Pupil Response
"What do you keep in your desk?"	"I keep my books in my desk."

Use this as a substitution drill allowing each child to change items kept in desk as follows:

Teacher Stimulus	Pupil Response
"I keep my books in my desk."	"I keep my books in my desk."
"Pencil".	"I keep my pencil in my desk."
"Eraser".	"I keep my eraser in my desk."

"Paste".	"I keep my paste in my desk."
"Crayons"	"I keep my crayons in my desk."
"Ruler"	"I keep my ruler in my desk."

Contunue drill by using other examples.

Teach other words that begin with the /k/ sound in the same manner.

C. Teach beginning sounds as in above procedure.

D. Use question and response drill:

Examples:

Teacher Stimulus	Pupil Response
"I can kick a ball."	"I can kick a football."
"What can you kick?"	"I can kick a soccer ball."
"Soccer ball".	"I can kick a snowball."
"Snowball".	"I can kick a balloon."
"Balloon".	
"Rock".	"I can kick a rock."
"Fence".	"I can kick a fence."
"House".	"I can kick a house."

Use Chain Drill:

Teacher Stimulus	Pupil Response
"Peter, ask Janice what she can kick?"	
Pupil: "Janice, what can you kick?"	Janice: "I can kick a ball."

Continue chain drill.

For children who have language difficulties this may be pantomimed or pictures may be used to convey meaning. (Use concrete materials when possible).

Clock - May be taught in same manner.

1. Point to classroom clock.
2. Say "clock". Children repeat.
3. Ask: "What sound do you hear at the beginning?"
   "What sound do you hear at the end?"

4. Drill sentence:

Teacher Stimulus	Pupil Response
"The clock is on the shelf."	
"Where is the clock?"	"The clock is on the shelf."

Proceed from choral to individual drill as needed by children.

5. Repetion Drill:

Teacher Stimulus	Pupil Response
"It is a cold day."	"It is a cold day."
"I am cold."	"I am cold."
"The weather is cold."	"The weather is cold."
"This room is cold."	"This room is cold."
"He is cold."	"He is cold."
"She is cold."	"She is cold."
"They are cold."	"They are cold."

6. Introduce the following words in a similar manner.

stick, block, stocking, duck, flock, chick, quack, cluck, (Notation: Continue only about twenty minutes. If only a part of the words are introduced, continue on the following day.)

LESSON II:

A. Review previous lesson.

B. Procede with drill as needed.

C. Test only on sounds of the words (orally) and the understanding.

D. Be certain each child can say the word and understand its use or meaning.

LESSON III:

A. Objective: To teach "x" as /ks/ sound.

1. Words to be taught next: box, flocks, quacks, clucks, chicks, honks, etc.
2. Sounds to be taught /ks/ spelled "x" or "cks".
3. Say the words. Proceed as in previous drills.

B. Procedure: Model Sentence

1. "Keep the toys in the toy box."

   Use words in a substitution drill: your, those, her, their, my, and our.

2. "I keep my toys in my toy box."

   Use words in substitution drill: chest, closet, room, yard, playhouse, living room, bedroom, kitchen, and house.

3. "I sit next to Christine."
   "Pearl, sit next to Janice."
   "Who sits next to you?"

   Continue drill until understanding is apparent.

4. Transformation Drill:

Teacher Stimulus	Pupil Response
"The hen clucks."	"The hens cluck."
"The chick peeps."	"The chicks peep."
"The goose honks."	"The geese honk."
"The duck quacks."	"The ducks quack."

C. Qestion and Answer:

Teacher Stimulus	Pupil Response
"What clucks?"	"The hen clucks."
"What quacks?"	"The duck quacks."

Continue drill as needed by using other animals.

LESSON IV:

A. Objectives: To teach oral spelling of words.

B. Procedure: Review words in context. Use sentences from previous drills.

Use the following words for oral review: box, six, trucks, honks, fix, ducks, clocks, etc. Use pictures or toys to strengthen meaning.

Use this sentence to reinforce:

"The ducks quack, the goose honks, and the hen clucks."

Repeat about three times. Ask children with language difficulties to identify the "ks" blend.

LESSON V:

A. Objective: To present words and sounds taught in lesson one and two in written form.

B. Procedure:

1. Use flash cards with words on the front and a picture on the back.
2. Drill with cards until all children grasp the actual construction and meaning of the word.
3. Use sentences previously introduced in drills.
4. Repeat drills.
5. Write the sentences on the chalk board.
6. Read in unison.
7. Ask the individual pupils to read the sentences.
8. Spell words in unison then ask individual pupils to spell orally.
9. Test: Say the word. Say a sentence from drill. Ask the pupils to write the word.

LESSON VI:

A. Objective: To teach writing of sounds and patterns of words taught.

B. Procedure:

1. Read directions in text with the children.
2. Do each exercise step by step.
3. Check each child by moving from desk to desk explaining any trouble spots. Correct all mistakes immediately.
4. Collect papers.

LESSON VII:

A. Objectives:

1. To continue Unit with focus on listening, speaking, reading, and writing.
2. To provide meaningful experiences in word usage.

B. Procedure:

1. Structure and meaning.
2. Follow same procedure as above outline.
3. Do not ask pupils to write any material until they have had patterned drills to teach structure and meaning.

THIRD GRADE SPELLING

A STRUCTURED PATTERN

This is a spelling unit for teaching bi-lingual children or children who have an adequate English vocabulary.

LESSON I:

A. Objectives:

1. To recognize the /k/ sound spelled with "k", with "c", with "ck", and with "ch".
2. To recognize and spell the /ks/ blend as "x".

B. Words to be Taught:

keep	/kiyp/	kick	/kik/	Christmas	/Krismas/
next	/nekst/	clock	/klok/	cricket	/kriket/
duck	/duk/	black	/blak/	stocking	/staking/
chicks	/čiks/	flock	/flak/	quacks	/kwaks/
clucks	/kluks/	cold	/kowld/	honks	/hangks/
		stick	/stik/		

C. Procedure:

1. Review sounds of previous unit. Words: class /klas/; carry /karɨy/.

2. Presentation:

   a. Model to class: carry; cut; cat. Drill on k sound. Say the words. Tehn have all pupils say words. Ask individuals, "Christian, say 'class, carry, etc.'"
   b. Check written work on Sounds and Patterns. Drill orally on this using expansion drill as follows:

Keep (those) toys in the toy box.
(your)
(the)
I keep my toys in my toy (chest).
(closet).
(room).

To teach er suffix: cold, colder; low, lower.

My feet (are cold) now.
My feet (were colder) when I was outside.
Water (can be cold).
Ice (is colder).
One table (is low).
The other table (is lower).

LESSON II:

A. Objectives:

To enable pupils to hear "ks" and "x" as the same sound.

B. Procedure:

1. Review /ks/ sound. Say groups of words as, box, fix, six, ducks, trucks, clucks, hanks, etc.

2. Make sentences:

   a. The ducks quacks. The goose honks. The hen clucks. Ask pupils to identify sound.

      Example: (Use box, six, etc. in same way) ask child, Alice, how many times did you hear ks? Answer should be "I heard ks 3 times, etc. Repeat sentence.

   b. Say, "Keep the car key in the closet." Class repeats. Individuals repeat. Say, "Pick the the stocking off the rack." Class repeats.

      Continue drill with these sentences.

      "The choir and the chorus sang at Christmas."
      "Keep the toys in the toy box."
      "My feet are cold."
      "Watch me kick the ball."
      "We ate roast duck."
      "The clock struck twelve."
      "My hair is black."

   C. The above sentences were made up by pupils. They will be used for a dictation exercise on Friday.

LESSON III:

A. Objective:

To teach low, lower, cold, colder. Pupils to learn that the er suffix is added to some words to form the comparative.

B. Procedure:

Review sentences until the children can identify singular and plural verb forms.

Use sentences such as:

1. The clocks tick. The clock ticks.
2. The ducks quack. The duck quacks.
3. The hen clucks. The hends cluck.
4. The goose honks. The geese honk.
5. A dog barks. Many dogs bark.
6. Chicks peep. A chick peeps.
7. A cricket chirps. Crickets chirp.

LESSON IV:

A. Objective:

1. To provide enrichment in vocabulary and science correlation.
2. To teach /s/ form (plural).
3. To teach some nouns that change form to form plural.

B. Procedure:

1. Words: child, children, man men, woman, women, goose, geese, mouse, mice.

2. Sentences for Drill:

    a. A child plays. Many children play. One child plays. Two children play.
    b. A man works. Many men work. Three men work.
    c. The woman cooks. Many women cook. A woman cooks. Four women cook.
    d. A mouse runs. Many mice run. Some mice run. Five mice run.
    e. A goose honks. Many geese honk. The geese honks.

3. Last spring we got some puppies. Now we have a
/family of dogs/.
/pack, bunch, group, pair/.

4. Last spring we got some baby birds. Now we have
/a flock of birds/.
/a covey of birds/.
/a family of birds/.

5. Did you ever hear a bird /sing/? /caw/? /cheap/? /cry/?
6. Did you ever hear a dog /bark/? /howl/? /cry/? /whine/?
7. Last spring we got some calves. Now we have a herd of /calves/. /cows/. /cattle/.
8. Did you ever hear a /cow/ moo? Did you ever hear /cattle/ low?
9. Last spring we got some baby lambs. Now we have a flock of sheep.

Continue same pattern using (Rabbits).

10. Last spring we got some baby rabbits. Now we have a family of rabbits/. /group of rabbits/. /litter of rabbits/.
11. Last spring we got some baby ducks. Now we have a /family of ducks/. /flock of ducks/. /group of ducks/.
12. Last spring we got some baby turtles. Now we have a bunch of turtles.
13. Last spring we got some tadpoles. Now we have /many frogs/.
14. Last spring we got two baby mice. Now we have a /house full/ of mice. /many/ of mice. /dozens/ of mice.
15. Last spring we got some kittens. Now we have a /family/ of kittens. /litter/. /group/.

THIRD GRADE SCIENCE

Introduction:

It is my purpose in this unit to illustrate that the techniques developed in our guidelines can be successfully utilized in all subject matter. The unit to be developed is a Television Science Unit from the series ALL ABOUT YOU produced by the National Center for School and College Television, Box A, Bloomington, Indiana 47401.

Subject of the Lesson:

Two Hundred Bones

General Objectives of the Lesson:

To give the children a realistic picture of the framework of the bones inside their bodies.

To help them understand why they need this framework: (1) for general support, (2) for the protection of their internal organs.

Television Lesson:

The lesson opens with the teacher trying to build a house of cards. She finds that she needs a framework to support the cards. The question is raised: Does your body need a framework too?

A brief examination by the children of their own hands and arms reveals that there are indeed "Hard parts" inside. Mr. Bones, a plastic model of the human skeleton, appears on the scene to show this marvelous construction which helps support and give shape to our bodies.

The antics of a floppy rag doll lead to a discussion of the spine and how it is arranged to give support and flexibility A comparison between a chain of wooden spools and a stiff rod shows by analegy the advantage of a backbone of many parts.

The rib cage and skull are studied next. The children review some of the soft organs found in the skull and the rib cage--brain, eyes, heart, lungs, stomach, and liver--and discover that the bony structures serves to protect them as well as to give support and shape.

The lesson ends with the suggestion that the children discover about bones from a chicken the next time they have a chance.

Specific Linguistic Teaching Points:

Through the processes of listening, speaking, reading and writing the pupil will be able to use and understand the following specific vocabulary:

framework
backbone
brain

skeleton
rib cage

spine
skull

Materials Suggested:

Two pictures of houses under construction: (1) the first showing the 2 x 4 framework of the house without roof or siding. (2) the second the almost completed house with roof and siding.

A string of spools to show that separate parts give flexibility.

If available, a "visible man" assembled to show the bone structure and the relation of the internal organs to the bone structure.

A large wall chart of the skeletal system.

A picture of a cage with a samll mouse inside and on the outside a picture of a mean and ferocious cat endeavoring to get the small mouse--the cage protects the mouse as does the rib cage protect the internal organs.

Hard case and glasses would illustrate that the outside case would protect your glasses from being scratched or broken. In this same manner the skull protects the brain.

Display of animal bones---chicken, dog, cat, cow bones or whatever might have been procured to illustrate the size and compoition of bones.

It is possible to secure from the meat packing plants actual cow brains, hearts, liver, etc.

Any of the above or all of them will help the teacher in illustrating the principles to be developed in the lesson.

Procedure:

Review the concepts of "Are You a Machine?" which was developed in the previous unit with the special vocabulary of organs, model, heart, lungs, stomach, intestines, liver and digested.

Presentation:

To teach the understanding of framework and skeleton:
Through the use of the pictures of the houses develop the concept that the men must have a framework on which to nail their boards..The spools develop flexibility. The wall chart and visible man develop the man's skeletal system with relation to the internal organs. The animal bones also help to help children realize shape, etc.

To teach the understanding of protection:
The picture of the cat unable to catch the mouse and the case protecting your eye glasses will serve this purpose.

Drills:

I. To teach the understanding of framework and skeleton:

Repetition Drill:

Teacher models---three times
"My bones are the framework of my body."
Class repeats:
"My bones are the framework of my body."
Individual responses:
"My bones are the framework of my body."

Chain Drill:

Teacher Models:
"What are your bones?"
"My bones are the framework of my body."
Child one: What are your bones?"
Child two: My bones are the framework of my body."
(Continue the chain drill as needed.)

Substitution Drill:

Teacher Models
"My bones are a framework."
skeleton."
support."

Integraton Drill:

Teacher Models:
"My bones are my skeleton."
My bones are needed to support my organs
My skeleton is needed to support my organs.

Drills to teach 2nd principle in presentation:

II. Develop the equivalent meaning of the words, spine and backbone. (See previous page for aids to illustrate this principle.)

Repetition Drill:
Teacher Models:
"I am feeling my backbone."
Class repeats:
"I am feeling my backbone."
Individual response:
"I am feeling my backbone."

Teacher Models:
"I am feeling my spine."
Class repeats:
"I am feeling my spine."
Individual response:
"I am feeling my spine."

Teacher Models:
"I am feeling many small bones in my spine."
Class Repeats:
"I am feeling many small bones in my spine."

Teacher Models:
"I am feeling many small bones in my backbone."
Class Repeats:
"I am feeling many small bones in my backbone."

Teacher Models:
"My backbone is my spine."
Class Repeats:
"My backbone is my spine."

Teacher Models (bending)
Because of these many small bones I can bend.
Class repeats while bending:
"Because of these many small bones I can bend.

Chain Drill:

Teacher Models:
Do you feel one or many bones in your spine?
I feel many bones in my spine.

Child one: Do you feel many bones in your spine?
Child two: I feel many bones in my spine.
(Continue the drill as needed.)

Teacher Models:
"How do these many small bones in my backbone help me?"

"These small bones in my backbone let me bend."
Child one: How do these small bones in my backbone help me?
Child two: These small bones in my backbone let me bend.
(Continue drill as needed)

Integration:

Teacher Models:
"My backbone or spine is made up of many small bones which let me bend."

Choral repetition by class.

III. Drills to develop the concept of bones as protection to the internal organs. Use the previously mentioned materials for the presentation of this idea.

(1) Protection afforded by rib cage:

Substitution:

Teacher Models:
"My rib cage protects my organs."
lungs."
heart."
stomach."

Chain Drill:

Teacher Models:
What organs do the rib cage protect?
The rib cage protects the lungs, heart, and stomach."

Child one: What organs do the rib cage protect?
Child two: "The rib cage protects the lungs, heart, and stomach."
(Continue as needed)

(2) Protection given by skull:

This could be shown by the visible model and, if possible and actual brain procured from meat packing plant and an old skull of animal.

Repetition Drill:

Teacher Models:
These hard bones are my skull.
My brains are very soft.
My skull protects my soft brains.

Class Repeats:
These bones are my skull.
My skull protects my brains.

Chain Drill:
Teacher Models:
"What does my skull protect?"
"My skull protects my brains."
(Continue as needed)

Reading: (Read to class)

The framework of my body consists of two hundred bones. The framework is also known as the skeleton. Most animals and man have spines or backbones. The backbone or spine is made up of many small bones. Because they are not stiff like a rod, they can bend. This lets me bend in many ways. There are 12 ribs coming from the backbone to the front of the body. These ribs are known as the rib cage. The rib cage protects the soft organs such as the heart, lungs, and stomach from injury. The soft brain, also, is protected from injury by a bony structure known as the skull.

Teach above reading in whatever way feasible.

Written Test:

There are ______bones in my body.

These bones are the____________of my body.

This framework is also known as the_____________.
The 12 ribs make up the rib ______________.

The rib cage_______________my organs.

These organs are the_________, __________, _________.

My ______________are soft.

The bones covering my brains are my __________.

My skull _______________my brains.

My framework gives me support. The rag doll can not stand because she had no ____________.

The little bones in my back are called my ________.

These bones may also be called by ____________.

The name ___________and spine are the same thing for the small bones of the back.

Because my backbone is made of many small bones, I can __________down to pick up a pencil.

FOURTH GRADE LANGUAGE

SUBJECT MATTER: Four Main Ways to Travel in the United States

I. OBJECTIVIES:

A. To broaden cultural background through the development of communication skills by using subject matter that is part of the students daily activities.

B. To provide experiences that will enable students to make appropriate choice of verbs in oral and written communication.

II. LINGUISTIC APPLICATION:

t in initial position
d in initial position
s in final position
ed in final position
ing in final position
b contrasting v in initial position

III. MATERIALS NEEDED:

Teacher	Students
1. The story	1. Paper
2. Visual aids	2. Pencil
3. Chart tablet	3. Crayons

IV. Subject Matter: Reading - "Ways of Travel"

There are four main ways to travel in the United States. They are by cars, by bus, by train and by plane.

Many people have cars. The roads are good. Gasoline is not as expensive as it is in some other countries. Traveling by car is often the easiest and cheapest way to go.

Going by bus is also cheap, but it is slower than going by car. A bus usually stops to pick up people in every city and town. Some buses called express buses stop only in the big cities. For example, it is possible to go from New York to Boston without stopping on an express bus. It is not usually necessary to make reservations in advance.

Many people like to travel by train. Train transportation is more expensive than bus travel, but is faster. Many people think going by train is more comfortable than going by bus. For Pullman and for some chair cars, it is necessary to make reservations in advance. This can be done by telephone. You will be told when and where you can pick up your ticket.

Going by plane is the fastest method of travel, but is also the most expensive. In winter, planes are sometimes delayed by bad weather. You must always make reservations in advance when you travel by plane.

V. Teaching Procedure:

The teacher will introduce the lesson by discussing the four main ways of traveling in the United States. Show a film on transportation to the class.

VI. Pattern Drills:

A. **Repetition Drills:** Students are signaled to repeat.

1. There are four main ways to travel in the United States.
2. We travel by car.
3. We travel by bus.
4. We travel by train.
5. We travel by plane.

B. **Substitution Drills:**

Teacher will model the first sentence by saying "we travel by car." Ask students to substitute another method of travel instead of car.

Example:

Teacher Stimulus	Pupil Response:
"We travel by car."	"We travel by bus."

The teacher may display pictures of vehicles; the students will draw their favorite vehicle.

"Why are vehicles needed?	Vehicles are needed for traveling."
"What vehicle is this?" "What have you drawn?"	"That vehicle is a car." "We have drawn pictures of vehicles."

VII. Visual Aids Used for Sentence Structure.

Teacher holds up a picture of children waiting for a bus. Teacher may say, "Students, waiting, bus." Teacher models the response using the words given.

A. The students are waiting for the bus.

B. Picture of a family in a car.

Teacher Stimulus	Pupil Response
"Families, travel, car."	"Most families travel by car."

Many pictures could be used: The teacher may model each response or she can accept a student's sentence using the words she has given: she then models his response for the group.

C. Repetition Drill: The teacher will model each sentence pattern.

1. We will draw pictures.
2. We will draw pictures of vehicles.
3. We will draw pictures of our favorite way to travel.

Allow time for drawing.

Have students to stand in four different groups with their pictures of: cars, buses, trains, and planes.

D. Repetition Drill: Direct question to a group.

Teacher Stimulus	Pupil Response
"What is the name of this vehicle?"	"This vehicle is a car."
"Joe, what vehicle did you draw?"	Joe: "I drew a car."

E. Question and Response Drill: (Use pictures)

Teacher Stimulus	Pupil Response
"What are these?"	"Those are pictures of vehicles."

VIII: WRITTEN ACTIVITY:

A. Put these words on the board; tell the students to use them in making sentences.

B. Teacher will write sentences on the chart tablet or chalk board. The students will then write the sentences from the chart.

1. four, ways, travel
2. travel, car
3. travel, bus
4. travel, train
5. families, travel, car
6. fastest, travel, train
7. cheapest, travel, car

IX. ORAL READING ACTIVITY:

The teacher will read the story to the class. The students will read sentences from the story to answer these questions.

A. What is the title of the story?
B. What are the four main ways to travel?
C. What is the easiest and cheapest way to travel?

Many other questions may be asked using a question and answer response drill.

X. DICTATION LESSON: Teacher dictates the fourth paragraph from the story sheet, "Ways of Travel."

Instructions:

A. Read the paragraph at home.
B. Write the paragraph at home.
C. Listen to the paragraph while someone reads it to you.
D. Tomorrow I will read the paragraph and ask you to write it.

XI. DRAMATIZATION:

A. Set up four travel agencies that will serve the community.

1. Renting a car.
2. Chartering a bus.
3. Sending freight by train.
4. Buying a plane ticket.

B. Students choose an area for participation; teacher will direct the dialogue.

EXAMPLE:

Child: "Good Morning, I would like information on a flight to Houston, Texas."

Ticket Agent: "Our next scheduled flight to Houston is at 2:30 P.M. tomorrow. Would you like reservations?"

Child: "Thank you, I will need a luggage tag."

Ticket Agent: "Thank you Juan. Please be here on time, your flight will depart from gate number 4."

Best results for dramatizations is to have students make up their own dialogue.

XII. **EVALUATION:** Completion Test for Written Activity.

A. There are _______ main ways to travel.
B. The four main ways of travel in the U.S. are by______ ___________, ___________, and _________.
C. Many families travel by ____________.
D. A ____________ usually stops to pick up people in every city.
E. An express ________ stops only in big cities.
F. Reservations for plane travel can be made by________.
G. A reservation for travel is made in _________.
H. Traveling by ______ is the fastest method of travel.
I. In winter, _______ are sometimes delayed by bad weather.
J. You must always make reservations in advance when you travel by ________.

Fourth Grade Pronunciation Drills

Oral drills are recommended for at least three times a day. Isolation of children's particular problem must be completed, then a variety of drills may be performed in any empty moments. Some of the more common problems areas have been isolated and alliteration sentences or jingles collected to improve difficulties.

Procedure:

The teacher models sentences slowly, carefully enunciating, at least three times, then welcomes class to participate. Choral repetion proceeds, with the pace accellerating until class union is seriously broken.

Then teacher writes the sentence on the board and allows the children to read it as they repeat it, and later to copy it to take home for further practice. If the sentence presents a small challenge the children enjoy extra practice and think of the exercise as a game.

Do one drill until the children know it fairly well, then let individuals try to say it. Pick out the ones who know it best first and allow each child to be successful with each drill. When it is introduced. After this the teacher may spend less time on the drills with very profitable results.

Specific Goals: Correct pronunciation of English phonemes

/r/ ,/p/, /s/, /t/, /m/ ,/n/, /z/ , /y/ , in initial,

medial and word final positions. They may be used also in phonetic analysis to aid in spelling problems, and should be used to enlarge vocabulary, as every work must be understood.

Repetion Drills for Pronunciation Problems:

/r/ Round and round the rugged rock the ragged rescal ran.

/p/ Peter Piper picked a peck of pickled peppers. If Peter Piper picked a pack of pickled perrers, where's the peck of pickled peppers Peter Piper Picked?

/s/ Sally saw Sue selling spicy sweets and cinnamon stars.

/t/ A tutor who tooted a flute tried to tutor two tutors to toot. Said the two to the tutor, "Is it harder to toot or to tutor two tutors to toot?"

/t/ Tiny Tim tried to tie a tattered tinsel tape to the tip top of the tall tulip tree.

/m/ Mickey Mouse made a move to muddle the mean mangy monster monkey.

/n/ Nellie knit a nice new nightie. Nettie knew Nellie's new knit nightie was not neatly knotted.

/l/ Little Lillie learning along the last length of land
lost A long light line lying lower than the sand.

/b/ Billy Baxter bought his brother a box of big brown biscuits baked in butter.

/v/ Vic and Vera voyaged to view a vulgar vermin vamoosing on the vast vacant veld.

/h/ Henry handed Harry a halter and harness helping him harness his hame heckled horse.

/j/ (and final s -z sound)
Jasper Jones judged Jane's jellies, Jerry's jello, George'
juices and Jimmy's jam.

/k/ Kelly caught a crippled, cream-colored cat. Can Kelly's crippled cat catch a crawling, captured, cross-eyed crab?

/d/ Dan and Dotty dug a deep drainage ditch down the dampish dike to drain the dangerous dam.

/s/ Should short shabby Sherry shop the shore for shrubs and shale to build a shallow shelter to shackle shrimp and shad?

/s/ Should Sherry shine Shelley's shoes, or should Shelley shine shoes for Sherry?

/c/ Charles chatted with his chums, chan, chet, and Chip to choose a china chime to change a cheery church.

/w/ and /hw/
Willie White was worried
When he wondered why he knew
A Witch who whispered whistley
When the wind went "whew."

/z/ Zelda saw Zelma zipper a zuit
suit for a zealous zebra.

/y/ Yesterday young Yancey was yelling at yetty, yelping and yapping and yanking yetty's yellow, yew, yule yo-yo.

Footnotes:

Double starred selections - author unknown. Over 40 years since primary printing.

Starred selections used with author's permission.

Testing in this instance should be done by observation of the child's performance in promunciation and spelling of the soumds correctly in ordinary usage: But it should be carefully done, and re-teaching may be easily performed as the occasion demands. If as many as six children obviously have the same speech problem, the whole class probably will benefit by corrective drill. If only a very few need the work, selective grouping may be arranged.

FOURTH GRADE ARITHMETIC
ADDING HALF CIRCLES

Linguistic Focus: Practice use of "have" to overcome the use of gots in the local speech pattern.

I. Focus:

A. Objectives:

1. To review concept of circle, color words, and number words.
2. To develop concept of whole and half circles.
3. To gain skill in addition of halves.

B. Material:

1. Large colored circles.
2. Small tagboard circles.
3. Enough half circles so that each child has three to five half circles.
4. Test worksheets.

C. Teaching Points:

1. Model all questions and responses.
2. Keep action light and lively.
3. Watch for problems with "make" and "makes".
4. Teacher instructions are inclosed in (   ).

II. Procedures: (Pass out several different colored circles to each child. Instruct children to hold up one of the colored circles.)

A. Review:

Model:	Group Response:
1. "I have a circle." (repeat)	"I have a circle."
	Individual Response:
2. "I have a ( ) circle."	"I have a (blue) circle." (name)
"(name) what color do you have?"	"What color circle do you have?"

(Instruct children to hold up two circles. They may be different colors.)

3. I have a (red) circle and a (blue) one. (name) What color circles do you have?	I have a (blue) circle and a (green) one. (name) What color circles do you have?

I have two (blue) circles.
(name) What color circles
do you have?

(Take up colored circles and pass out 2-5 half circles cut from tagboard.)

B. Lesson:

(Hold up one half circle.)

Model:	Group Response:
1. "I have a half circle."	"I have a half circle." (Repeat)
(Hold up two half circles. After first sentence, put halves together.)	
2. I have two half circles. Two half circles make one whole circle. (name) how many half circles do you have?	I have two half circles. Two half circles make one whole circle. (name) how many half circles do you have ?
(Hold up three half circles. Instruct children to hold up any amount of half circles.) (Use question and answer drill.)	
3. I have three half circles. Three half circles make one and a half circle. (name) how many half circles do you have?	I have (three) half circles. (Three) half circles make one and a ( ) circles.
4. Class how many half circles does (name) have?	(Name) has ( ) half circles. ( ) half circles make ( ) whole circles.
(Tell child to ask another student, (name) how many half circles do you have?	(Name) how many half circles do you have?
(Continue - Chain Drill.)	

C. Game:

(This may be used as part of the above lesson or used as a second lesson. Let one of the more outgoing students go to the board and write the fraction and its equivalent as it is given in the language drill. Students may be rotated so that more students can participate.

Model:	Individual Response:
1. I have three half circles. Three half circles equal one and a half circles. (name) how many half circles do you have?	I have ( ) half circles. ( ) half circles equal ( ) circles.
2. Class how many half circles does (name) have?	The group repeats the above response.)
3. (Tell students to ask another student, "How many half circles do you have?	(Repeat -Chain Drill)

D. Test -- Worksheet:

FOURTH GRADE SCIENCE

Introduction:

The purpose fo this unit is not to provide a rigid framework for thaching a particular lesson, but to show how oral-aural techniques can be adapted to specific subject matter. It is only a sample.

As a unit is developed by these methods, the teachers should adhere to carefully structured exercises. It is only by so doing that he can provide his pupils with the basic lnaguage patterns which they need for effective communication in English. Free responses come late. In presenting these patterns, it is also necessary to repeatthe first sentence several times and give the desired response until it is certain that the pupils know what is expected of them. Since natural, expressive English is the ultimate goal, it is well for the teacher to avoid over-emphasis, pronunciations which follow spelling rather than usage, and those unnatural inflections which sometimes creep into the elementary classroom.

Purposes:

To review a previous lesson covering air in motion.
To review the vocabulary items, expand and contract.
To give practice in the pronunciation of final s, voiced and voiceless (/s/ and /z/), and develop skill in their use.

Materials:

Balloons, a piece of elastic or a rubber band
A heat source (hot sun, radiator, or hot plate)
A small piece of tissue paper
A lamp chimney, two blocks of wood, a cigarette or a candle and paste stick
A pan, a jar, and a thin piece of rubber
Diagrams of air in motion
Duplicated paragraphs summarizing the basic concepts of the lesson.

Procedure:

Put the words "expand" and "contract" on the blackboard
Using a balloon and the piece of elastic, show expansion and contraction.
Distribute the duplicated paragraphs. Read them aloud as a model for the pupils, being careful of your own pronunciation and inflection.
Show that hot air rises. Place a piece of the tissue paper on the radiator and discuss why it will not stay. Place the lamp-chimney up on the wooden blocks. Using the candle and

paste stick or the lighted cigarette, show how the heated air rises and colder air moves in beneath the chimney.
Show that hot air expands. Tie a partially inflated balloon above a hot plate or in a strong sun. Measure its girth before and after to show that it increases as the air inside becomes warmer and decreases again as the air cools. The experiment diagrammed on the following page may also be used Explain that because of the expansion a given volume of hot air weighs less and, conversely, the same volume of cold air weighs more.
Reread the paragraphs. Have the pupils read them chorally. Then let individual pupils read them. Strive for precision and naturalness on the part of everyone.
Use any of the drills in the samples presented here.
Have pupils copy the duplicated paragraphs.
Let them take the duplicated pages home to prepare for dictation to come. At this grade level it would be better to divide this selection into at least three dictation lessons. Instruct the pupils to reread the part on which the dictation is to be based, copy it, then have someone else dictate it. If the quality of help at home is uncertain, an alternative would be to put the dictation exercise on tape for practice in the schoolroom.

Give the paragraphs as dictation.

Write the stimulus sentences from any suitable drill on the blackboard and have the pupils write the appropriate responses.

Paragraph:

As air gets hotter and hotter it takes up more and more room. We say it expands. It is like a balloon someone is blowing up. It spreads out and goes up, up. It rises. Because it takes up more room there is less of it in one place. To understand this, think how many empty balloons you can hold in your hand. Now think how many blown-up balloons you can hold. Will it be more or less? They take up more room so you can hold less. In the same way, there will be less air in a place when the air is hot. Since there is less of it it does not weigh as much.
Hot air expands. Hot air rises. Hot air weighs less.Cold air is the opposite of hot air. Cold air shrinks. We say it contracts. It sinks down. It weighs more. It does everythink opposite to the things hot air does.

Drills Based on This Paragraph

Repetition:

Teacher Stimulus	Pupil Response
Hot air rises.	Hot air rises.
Hot air expands.	Hot air expands.
Hot air weighs less.	Hot air weighs less.
Cold air contracts.	Cold air contracts.
Cold air sinks.	Cold air sinks.
Cold air weighs more.	Cold air weighs more.

Inflection:

Repeat the above exercise, stressing inflection.
Do not overemphasize, but follow this pattern.

Hòt aĭr rísĕs.

Còld aĭr wèighs móre.

Substitution:

Teacher Stimulus	Pupil Response
Hot air rises.	Hot air rises.
Expands.	Hot air expands
Weighs less.	Hot air weighs less
Cold air contracts.	Cold air contracts
Sinks.	Cold air sinks
Weighs more.	Cold air weighs more.

Transformation (Past to Present):

Teacher Stimulus	Pupil Response
The cold air weighed more.	The cold air weighs more.
The cold air contracted.	The cold air Contracts.
The hot air expanded.	The cold air expands.
The hot air weighed less.	The hot air weighs less.
The cold air sinks.	The cold air sinks.

Stimulus and response may be reversed to give practice in forming past tenses.

Contraction of Sentences:

Teacher Stimulus	Pupil Response
Hot air rises.	It rises.

Ask him if cold air contracts.	Does cold air contract?
Ask himif hot air expands.	Does hot air expand?
Ask him if hot air weighs less.	Does hot air weigh less?

Completion:

Teacher: Cold air sinks, but hot air__________.
Pupil: Cold air sinks, but hot air rises.
Teacher: Hot air weighs less, but cold air__________.
Pupil:Hot air weighs less, but cold air weighs more.
Teacher: Hot air expands, but cold air__________.
Pupil: Hot air weighs less, but cold air weighs more.

Expansion:

Teacher Stimulus	Pupil Response
Hot air rises. (always)	Hot air always rises.
Cold air expands (never)	Cold air never expands.
Cold air contracts. (always)	Cold air always contracts.

Testing:

Testing should cover the four language skills: speaking, listening, reading, and writing. A dication exercise will cover the listening and writing skills simultaneously. Speaking can be tested by oral questions with free responses. But the objectives must be decided ahead of time and explained to the pupils. If the teacher wants answers in complete sentences, the pupils must understand this requirement. For example:

Teacher; What are three facts about hot air?
Pupil: Hot air rises, expands, and weighs less.

Teacher: When does air rise?
Pupil: Air rises when it is hot (or heated.)

These are free responses. The only requirement is that they be complete sentences.

To test reading a written test requiring short answers may be used:

1. Hot air rises. Cold air__________.
2. The opposite of expands is__________.
3. A balloon put in the hot sun will soon__________.
4. Cold air weighs more. Hot air weighs__________.
5. When air gets cold, it________,________,and__________.
6. Hot air takes up________room than cold air.
7. Cold air takes up__________room than cold air.
8. Cold air contracts. Hot air ______.

Note: It is not intended that all these exercises will be used nor that they be used in any certain order. They are simply offered as examples of work to be selected from, used over a period of days and reviewed from time to time. The repetition drils, however, must be presented first to establish patterns.

Supplementary Exercises:

Since one of the objectives of this lesson is the pronunciation of final s, care for precise pronunciation should be taken at all times. The teacher must not only offer a good model, but listen for faulty pronunciation. This is one place where practice makes perfect. In time the teacher's ear becomes more acute. In time the children's pronunciation improves.

Repeat the words in both lists below, Have them repeated in chorus. Listen for individual children's problems.

List 1 /s/

books
loops
breaths
lips
quacks
wraps
flips
laughs
sits
contracts
clicks
bats
rips
sacks
rests
orbits
shrinks
puffs
tacks
slits
crates
flops

List 2 /z/

rises
noses
breathes
wise
goes
says
names
dogs
pills
games
reads
balls
flags
expands
washes
witches
runs
sings
comes
ways
sees
means

To help the children understnad the difference between the voiced and voiceless sounds have them put their hands over their ears. The voiced endings will then "buzz", but the voiceless endings of the first list will produce no such effect.

The following pairs of words differ from each other by only one sound (minimal pairs.) Have the pupils repeat after the teacher each of the words in the left hand list. Repeat this, using the right hand list. Then read the left hand word. Have it repeated. Read the matching right hand word and have it repeated. The ear test described previously is very useful with this list also.

/ s /	/ z /
fuss	fuzz
bus	buzz
rice	rise
mace	maze
lice	lies
lacy	lazy
price	prize
race	raise
face	phase
grace	graze
place	plays
advice	advise
dice	dies
ice	eyes
muscle	muzzle

The teacher should strive constantly to develop his own listening skills so that he can hear errors and concentrate on areas of most difficulty. Some individuals will need more help with a given problem than others in the class. The teacher's skill and full attention are required to spot them.
Use the following poem as a repetition drill, line by line.
A backwards drill may be a help with lines that are difficult to remember or to pronounce.
For example:

And races after sundown.
Sundown.
Sundown.
After sundown
Races after sundown.
And races after sundown.

These materials used for this type of exercise does not have to be great literature as long as it contains the sound being practiced in suffucient quantity. It can be a teacher's original idea or some published work as long as it meets this qualificarion.

The Wise Old Owl

The wise old owl
Sits in a tree,

Waiting for the sunrise,
Sleepy as can be.
All day long he dreams
Of tasty bugs and rats
And races after sundown
With his Cousin Bat.
When the moon rises
Away he flies,
Living all his day dreams
In the dark night skies.

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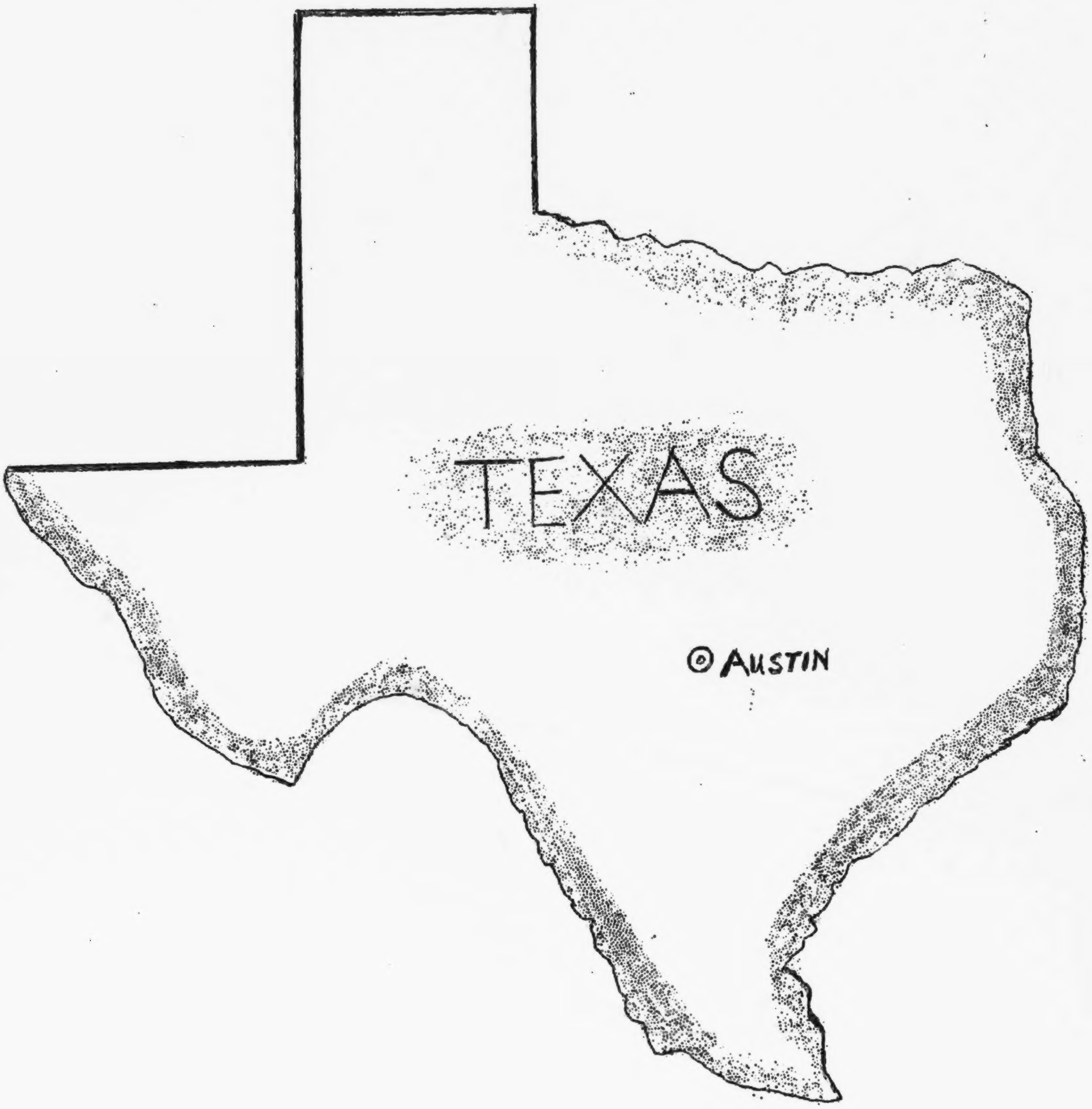

TEXAS
AUSTIN

LINGUISTIC FOCUS:

Use of choose, chose, and chosen with helping verbs.

I. OBJECTIVES:

A. The learner will be able to use the correct form of choose and the correct pronunciation of the verb form.

B. The learner will have to practice the correct pronunciation of the ch sound.

II. MATERIALS:

A. Magazine pictures whose initial sounds are made with ch sound.

B. Overhead projector - felt pens with transparency.

C. Tape recorder.

III. PRESENTATION:

Vocabulary words in context: create, erect, manage, magnificent, monument, and settlement.

A. Read paragraph listed below:

> "The man who is known as 'The Father of Texas' is Stephen F. Austin. When his father, Moses Austin, died he asked his son to carry on the work he had begun of creating an American settlement in Texas. As one writer has said, 'Stephen F. Austin did carry on with it, and in so doing managed to erect for his father and for himself a magnificent monument.' That monument is the state of Texas." (Enchantment of American TEXAS. Carpenter, Allan. Chicago: Children Press, 1965, pp. 18 and 66.)

B. Repetition Drill: The teacher models a sentence, and the students, in chorus, repeat the model as they have heard it. Sound is as important as form and order.

Teacher Stimulus	Pupil Response
"'The Father of Texas' is Stephen F. Austin."	"'The Father of Texas' is Stephen F. Austin."

"Joe, who is 'The Father of Texas'?"	Joe: "'The Father of Texas' is Stephen F. Austin."
"Is Stephen F. Austin 'The Father of Texas'?"	Class: "Yes, Stephen F. Austin is 'The Father of Texas'."
"Stephen F. Austin created an American settlement in Texas."	"Stephen F. Austin created an American settlement in Texas."

C. Transformation Drill: A sentence is transformed through changes in tense.

Teacher Stimulus	Pupil Response
"Moses Austin chose his son to carry on the work he had begun of creating an American settlement in Texas."	
"Who chose Stephen F. Austin to carry on the work in Texas?"	Class: "Moses Austin chose his son to carry on the work in Texas."
"Maria, why did Moses Austin choose his son to carry on the work in Texas?"	Maria: "Moses Austin chose his son to carry on the work in Texas because he was dependable."
"Would you have chosen Stephen F. Austin to carry on the work his father had begun?"	Class: "Yes, we would have chosen Stephen F. Austin to carry on the work his father had begun."
"Juanita, would you have chosen him to carry on his father's work?"	"Yes, I would have chosen him to carry on his father's work."
"Class, why would you choose Stephen F. Austin?"	Class: "We would have chosen Stephen F. Austin because his father chose him."
"Rose, would you choose Stephen F. Austin because his father chose him?"	Rose: "Yes, I would choose Stephen F. Austin because his father chose him."

D. Integration Drill: Two separate utterances are integrated into one.

Teacher Stimulus	Pupil Response
"A magnificent monument was erected for The Austins. That monument is the state of Texas."	"A magnificent monument was erected for The Austins, and that monument is the state of Texas."

E. Choral Reading:

1. Choral reading of paragraph - use overhead projector.
2. Individual reading of sentences in paragraph.

F. Written Lesson:

1. Teacher dictates paragraph.
   a. Pupils at chalk board.
   b. Pupils at their desks.
2. Corrections made.
3. Mimeograph the chart below and distribute copies to the children.

DRILL PATTERNS (from Oral to Written Sentences)

I	II	III	IV	V	VI	VII
SUBJECT Noun: Pronoun: Who What Where	PREDICATE Verb	DIRECT OBJECT AND INDIRECT OBJECT Whom Whose What	HOW	WHERE	WHY	WHEN
Stephen F. Austin	is	"The Father of Texas"				
Moses Austin	chose	Stephen F. Austin			to carry on his work	

a. Transparency of Drill Patterns chart for the overhead projector.

b. Chain Drill:

Teacher Stimulus	Pupil Response
"What is the subject of the first sentence?"	
"The subject of the first sentence is Stephen F. Austin."	Class: "The subject of the first sentence is Stephen F. Austin."
"Joe, ask Juanita why is Stephen F. Austin the subject of the sentence?"	Juanita: "Stephen F. Austin is the subject because it tells who was the father of Texas."
"Juanita, ask Juan what is the predicate of the sentence?"	Contiue chain drill.

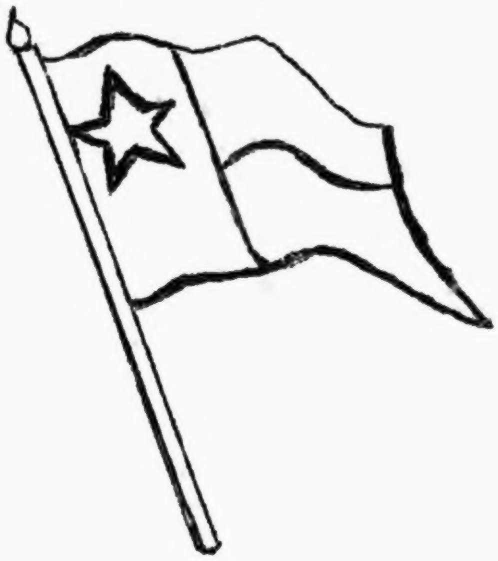
G. REMEDIAL: Drill with CH Sounds.

Model the words listed below. The children will repeat the model, and then locate the sounds (words initial, medial, and word final position). Tape record words and drills.

Initial	Medial	Final
chuck	kitchen	ranch
chief	teacher	branch
choose, chose, chosen	Apache	church
children	cowpuncher	March
chalk	Comanche	bunch
chart	breeches	cinch

IV. SUPPLEMENTARY MATERIALS:

A. The official flag of the state is "The Long Star Flag." (It was formerly the flag of the Republic of Texas).



B. Pledge to the Texas flag:

"Honor to the Texas flag,
We pledge our loyalty to thee -
Texas, one and indivisible."

Adopted in 1935

C. The official state song is "Texas, Our Texas."

"TEXAS, OUR TEXAS"

Gladys Yoakum Wright
William J. Marsch

Texas, our Texas! All hail
the mighty State!
Texas, our Texas! So wonderful,
so great!
Largest and grandest, Withstanding ev'ry test;
O Empire, wide and glorious, You
stand supremely blest.

Chorus:

God bless you, Texas! And keep
you brave and strong,
That you may grow in pow'r and
worth, Thru'out the ages long.
God bless you, Texas! And keep
you brave and strong,
That you may grow in pow'r and
worth, Thru'out the ages long.

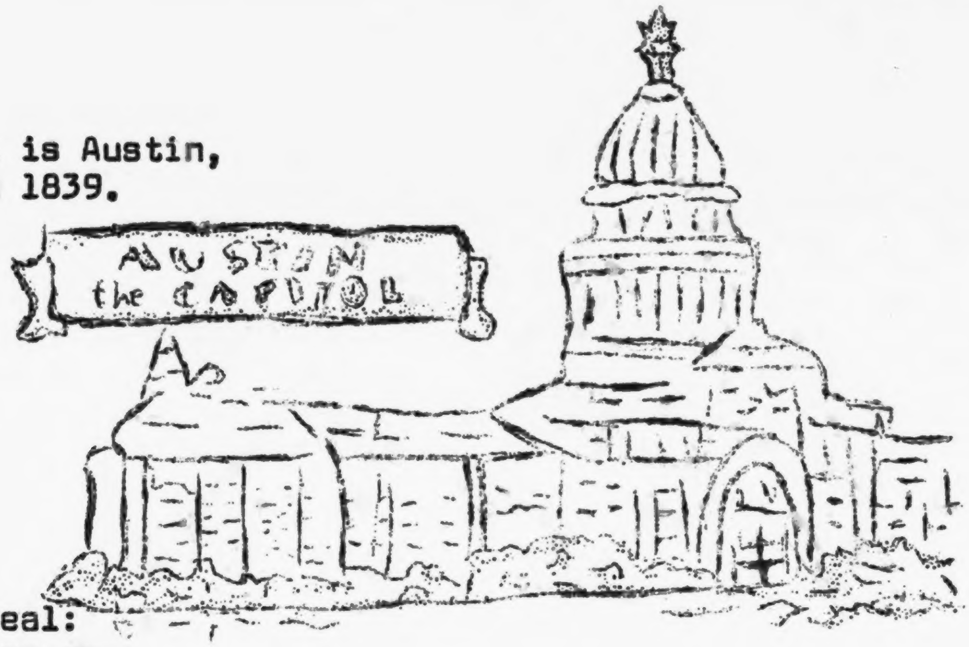
Texas Our Texas

Repeat Chorus:

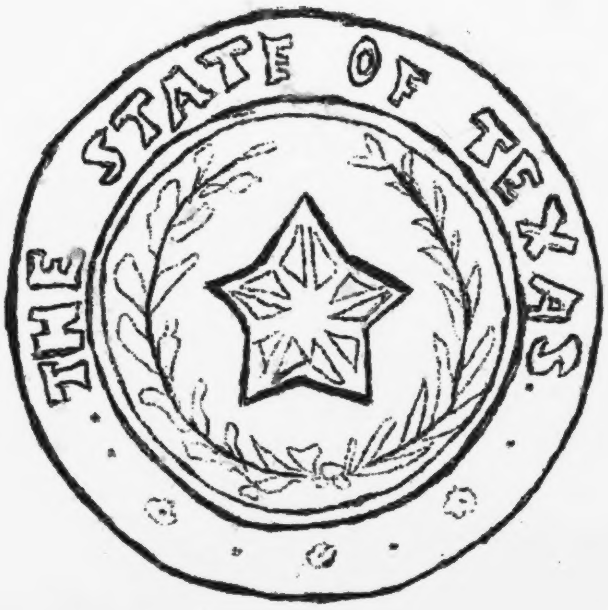
Texas, O Texas! Your free-born
Single Star,
Sends out its radiance to nations
near and far.
Emblem of Freedom! It sets our
hearts a-glow,
With thoughts of San Jacinto and
glorious Alamo.

Texas, dear Texas! From tyrant
grip now free,
Shines forth in splendor Your
Star of Destiny!
Mother of Heroes! We come,
your children true,
Proclaiming our allegiance Our
Faith - Our love for you.

D. The state capital is Austin, Texas, founded in 1839.



E. The Texas State Seal: A five-pointed star encircled by olive and liveoak branches; in an outer circle are the words "The State of Texas."

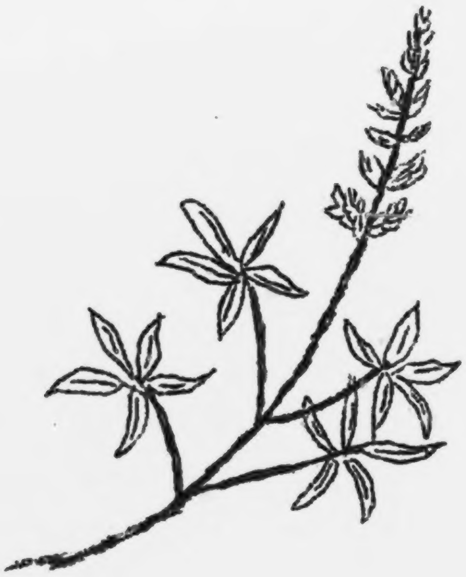

THE STATE OF TEXAS.

F. The official motto of Texas is "FRIENDSHIP." The word "Texas," or "Tejas," was the Spanish pronunciation of an Indian word meaning "friends."

G. The state flower is the "BLUEBONNET", which in spring blossoms over large areas.

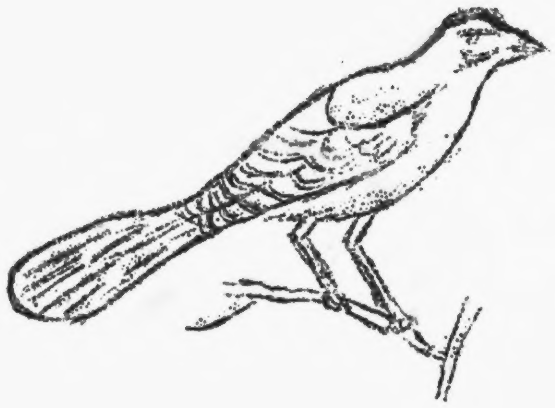
Legend of the Bluebonnet:

"During a great drought in Texas, a little Indian girl became concerned that her people might starve. She tried to think what she might do to make the gods look on them with favor. Some great sacrifice was necessary. Suddenly she knew what it must be. She would burn her favorite doll as a sacrifice. A gentle rain came during the night, and in the morning the ground where the doll's ashes fell was covered with a beautiful blue flower. This, according to the Indian legend, is the orgin of Texas' state flower - the bluebonnet.

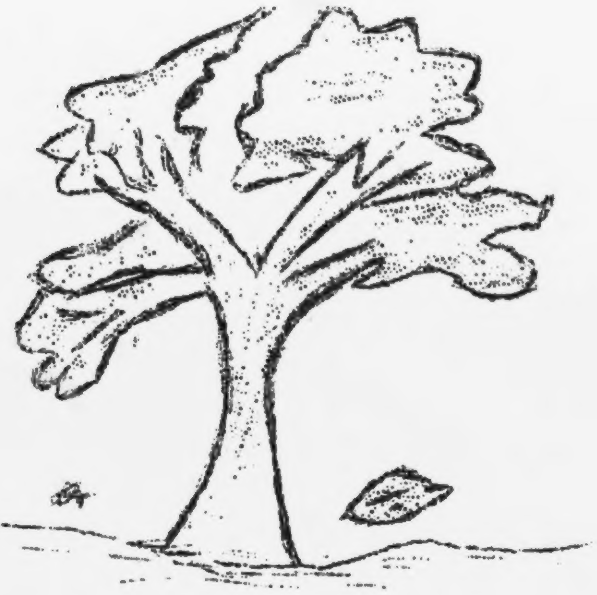


(Enchantment of America TEXAS.
Carpenter, Allan. Chicago:
Children Press, 1965, p. 18.)

H. The "MOCKINGBIRD" is the official state bird. The word for mockingbird in Spanish is "sinsonte". It comes from "censontle", an Indian word of Nahuatl origin.



I. The official state tree is the "Pecan Tree." The word pecan in Spanish is "nogal".



V. EVALUATION: Oral and Written Review.

A. Provide an oral question and answer response test to evaluate knowledge of the correct use of the verb forms - choose, chose, chosen.

Purpose: Is the individual child developing the skill of correct use of verb form?

Teacher Stimulus	Pupil's Response
"Did Moses Austin choose his uncle to carry on his work?"	"No, Moses Austin chose his son to carry on his work."

"Mary, who did Moses Austin choose to carry on his work in Texas	Mary's response; continue drill.

B. Sentence Patterns:

Applying the different sentence drills.

Purpose: Is the child developing the skill of answering in complete sentences? (Question - Answer Response)

Teacher Stimulus	Pupil Response
"Juanita, tell me something about Stephen F. Austin."	Juanita: "Stephen F. Austin is known as 'The Father of Texas'."
"Miguel, tell me something else about Stephen F. Austin."	Miguel: "Stephen F. Austin carried out his father's work."
Continue drill.	

C. Correct pronunciation of the ch sound.

Purpose: Is the child able to pronounce the ch sound correctly?

Test the ch sound with the enclosed word wheel.

Teacher Stimulus	Pupil Response
"Carmen, will you please pronounce these ch word initial sounds?"	Carmen: "church, choose, chose, etc."
"Class, repeat these ch word initial sounds."	Class: "church, choose, chose, etc."
"Pablo, will you please pronounce these ch word medial sounds?"	Pablo: "kitchen, teacher, Apache, etc."
"Class, repeat these ch word medial sounds."	Class: "kitchen, teacher, Apache, etc."
"Ricardo, will you please pronounce these ch word final sounds?"	Ricardo: "ranch, branch, March, etc."

D. Individual reading of sentences within paragraph:

Purpose: Can the child read the paragraph with the correct intonation?

Paragraph to be copied on a transparency for use on the overhead projector.

> "The man who is known as 'The Father of Texas' is Stephen F. Austin. When his father, Moses Austin, died he asked his son to carry on the work he had begun of creating an American settlement in Texas. As one writer has said, 'Stephen F. Austin did carry on with it, and in so doing managed to erect for his father and for himself a magnificient monument.' That monument is the state of Texas."

Teacher Stimulus	Pupil Response
"Ramon, will you read the paragraph that you see on the screen?"	Ramon reads the paragraph.
"Ramon, will you call someone else to read the paragraph?"	Ramon calls Maria to read the paragraph. Chain drill continued.

E. Dictate Paragraph:

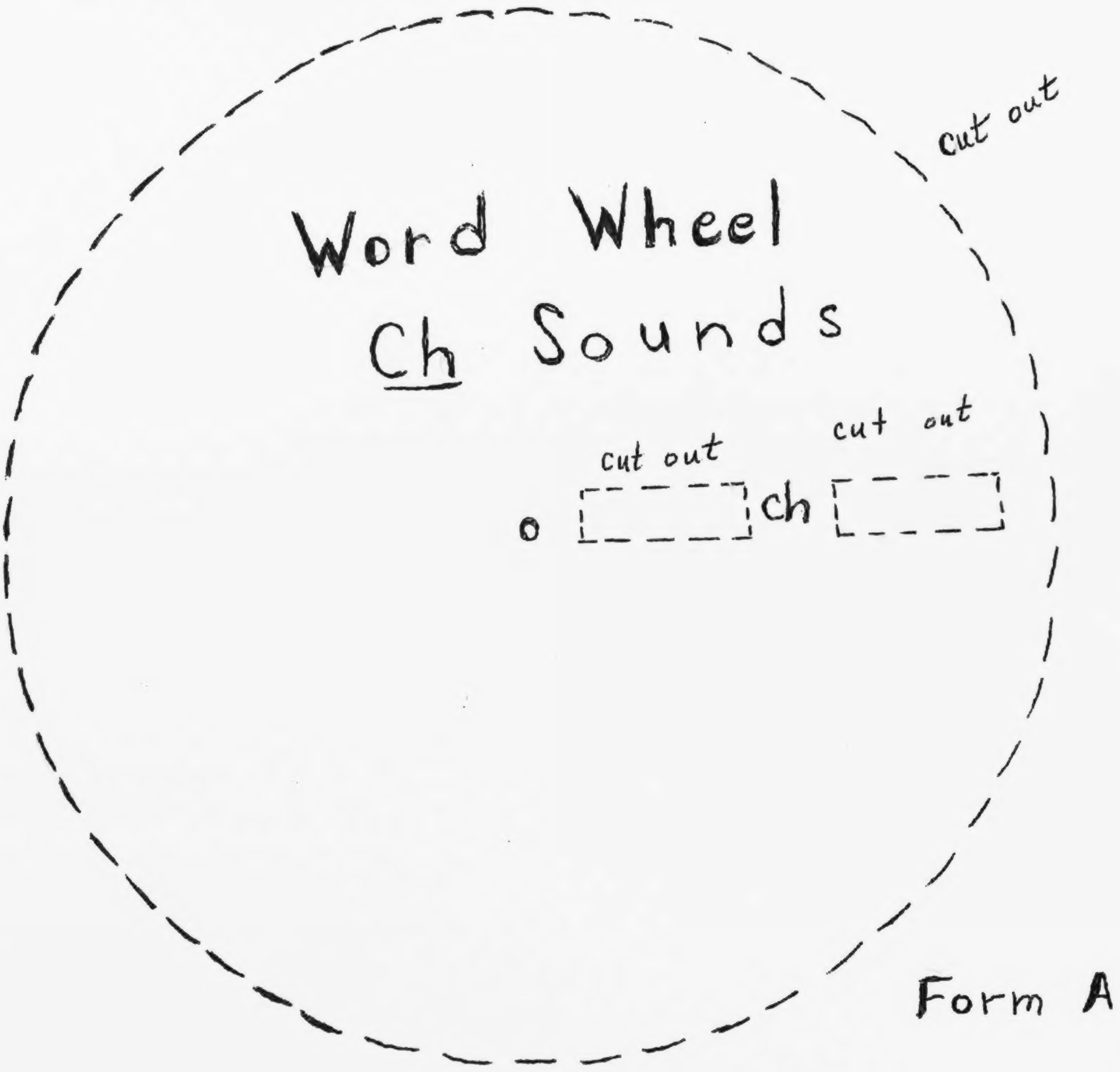
Purpose: To improve the skill of listening, writing, and spelling.

Teacher Stimulus	Pupil Response
"Maria and Pablo, will you please go to the chalkbroad and write what I dictate. Class will take dictation at their desks."	

Teacher dictates previous paragraph about Stephen F. Austin. Show transparency for class to make corrections.

Directions to assemble word wheel:

1. Cut out form A on perforated line. Cut out the two small boxes as indicated.
2. Cut out form B on perforated line.
3. Attach form A (on top) to form B with a brad.
4. Turn top wheel to teach the ch initial, medial, and final sounds.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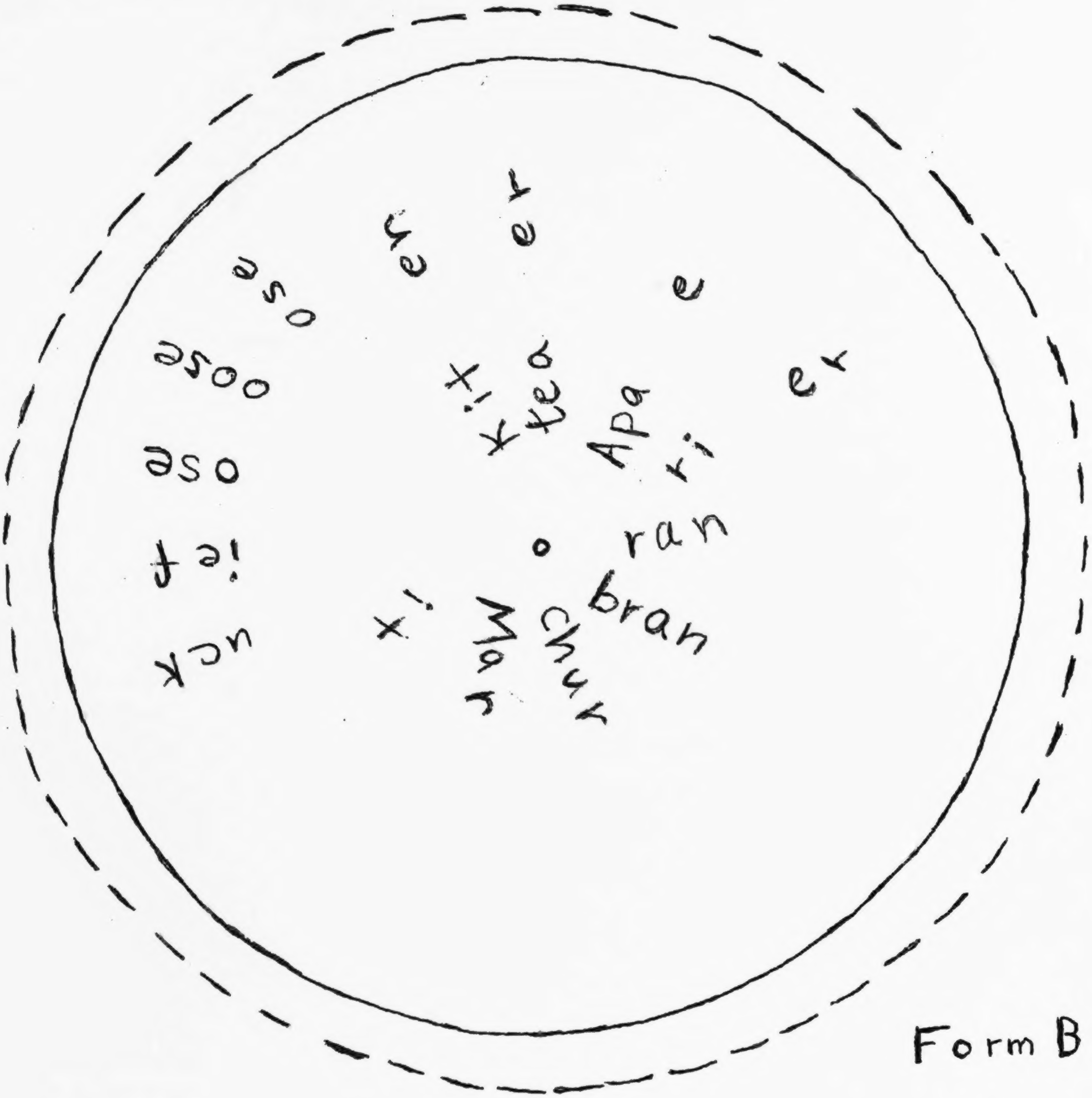
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PROBLEM AREAS IN LANGUAGE

Pronunciation of /s/ , /z/, stops, continuants, and minimal pairs.

I. Purposes:

1. To give extensive practice in the pronunciation of where /s/ and /z/ occur; differentiate between /s/ and /z/ sounds.
2. To practice words structured with stops and continuants.
3. To drill with minimal pairs, at the same time understanding the differences.

II. Unit on /s/ and /z/ sounds

Pupils must understnad the difference between the sound of /s/ and /z/, and that the differance in sounds of these two can make a difference in meanings in some words. When /s/ is pronounced, the vocal cords are lax and silent. When /z/ is pronounced, the vocal cords are tense and vibrating. /s/ is a voiceless sound. /z/ is a voiced sound. This the way to show the student the difference: Ask students to place their fingers on their throats and repeat after you. Whisper the /s/ , say the /z/ out loud. Place a vowel before /z/ in pronouncing. Ask if they can feel the vibration of their vocal cords as they pronounce the /z/ sound.

Additional Practice:

Sample paragraph: Sister will visit those lazy cousins of ours, Buzz and Bizz. Buzz sits and sings all day while busy bees buzz past. The stops they make on the daisies for their lunches do not bother him. Bizz hates to move a muscle. He gets cozy and slips into a snooze.

Establish discrimination between sounds by using the following words. Use these words in sentences, not isolated. Paragraphs like the above may be made up using as many of them as possible.

zeal-----seal
zoo------Sue
zip------sip
zipper---sipper
zinc-----sink
zone-----sown
scissors--sisters
[illegible]ide--[illegible]side
[illegible]le--[illegible]le

buzz-------bus
knees------niece
eyes-------ice
lose-------loose
excuse (verb)-excuse (noun)
clothes--close

Reside - ---beside

sizzle---whistle
razor---racer

Listen for individuals who need special help. To help the child understand the difference between the voiced and the voiceless sounds, have them put their hands over their ears. The voiced endings will "buzz", but the voiceless endings will produce no such effect.

Sound out the sounds. Class participates after each sound is demonstrated. Show pictures, if possible, of related sounds, e.g. squeeze ___show an arange being squeezed.

III. Drills:

1. Repetion:

Teacher Stimulus	Pupil Response
a. I squeeze.	I squeeze.
b. You squeeze.	You squeeze.
c. They squeeze	They squeeze.

Note: This cannot be all accomplished in one day!

2. Person-Number Substitution Drill:

Teacher Stimulus	Pupil Response
a. I buy a book.	I buy a book.
b. We.	We buy a book.
c. He.	He buys a book.
d They.	They buy a book.

3. Replacement Drill: Noun with pronoun "it"

Teacher Stimulus	Pupil Stimulus
a. I read the book recently.	I read it recently.
b. I read the book yesterday.	I read it yesterday.
c. I read the book today.	I read it today.
d. I read the book Monday.	I read it Monday.
e. I read the book Tuesday.	I read it Tuesday.

4. Inflection Drill: Vary to demonstrate both vocal and grammatical inflection.

Teacher Stimulus	Pupil Stimulus
a. Ì hăve th̆e bóok.	Ì hăve th̆e bóok.

b. Ì hăve the bóoks.	Ì hăve th̆e bóoks.
c. Yóu hăve th̆e bòok.	Yóu hăve th̆e bòok.
d. Yòu hăve th̆e bóoks	Yòu hăve th̆e bóoks.
e. Hé hăs th̆e bòok.	Hé hăs th̆e bŏok.
f. Théy hăve th̆e bòoks.	Théy hăve th̆e bòoks.

5. Structural Drill:

Through models, the teacher makes the pupil aware of different patterns of speech in English. Response to specific word etc. being discussed, e.g. squeeze.

Teacher	Pupil
a. What do I squeeze?	I squeeze the orange.
b. What do you squeeze?	You squeeze the orange.
c. What does he squeeze?	He squeezes the orange. *Note the addition of "s" . Explain.
d. What do you squeeze?	I squeeze the orange.

*Explanation due regarding response to question.

. Practice using minimal pairs.

shop	chop
shoes	choose
ship	chip
share	chair
sheep	cheap

Question and answer drill:

Teacher Stimulus	Pupil Response
a. Did you go to the shop?	Yes, I want to the shop.
b. Did you buy a chop?	Yes, I bought a chop.
c. Do you see the ship on the shore?	Yes, I see the ship on the shore.
f. Do you want a potato chip?	Yes, I want a potato chip.
g. Do you want to share my book?	Yes, I want to share your book.
h. May I sit in that chair?	Yes, you may sit in that chair.

6. Teaching the correct use of the telephone: (Using the backward drill:)

Johnnie Muñoz: Hello, This is Johnnie Muñoz. May I speak to Gloria?

Gloria's mother: Yes, just a minute, please.

Gloria: Hello Johnnie. This is Gloria.
Johnnie: Why weren't you at school today?
Gloria: I was sick today and I stayed home.
Johnnie: I'm sorry to hear that. I hope you'll be well tomorrow.
Gloria: Thank you, Johnnie.
Johnnie: Good-bye, Gloria.
Gloria: Good-bye Johnnie.

Iv. Use some of the preceding drills for testing.

Word Lists

Stops

hat
bag
cap
shack
fed
met
flip
pig
chop
chug

Continuants

pan
than
nest
chair
shell
Brim
thing
sling
chum
plum

Minimal Pairs

1. shrink
shrank
2. shrunk
shrink
3. miss
moss
4. mass
muss
5. send
sand
6. flesh
flash
7. flush
flesh
8. bit
bat
9. slush
slash
10. beg
bag
11. big
bug
12. bond
band
13. drip
drop
14. sock
sack
15. lick
luck
16. hut
hit
17. hot
hat
18. mat
met
19. check
chick
20. dock
deck

/s/

muscle
this
sits
steps
speaks
stops
slips
sleeps
miss
pass
space
so
see
say
saap
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music
these
those
is
nose
days
buzz
bees
cars
busy
puzzle
cozy
daisy
visit
lazy
cousin
signs
sings
churches
lunches
zero
zebra
please

SIXTH GRADE

Language Unit:

Objectives: To continue the development of the four learning skills: listening, speaking, reading, and writing. To present all new materials through these skills so that the student may progress in individual learning.
To present the verbs, adjectives, and adverbs which continue to give difficulty at this level. To better enable the student to understand and speak English. It is important that the student continually able to use all that he learns.

Procedures: Vocabulary and grammar structures are rigidly controlled at all times to avoid presenting more than the student can readily absorb. Modeled first by the teacher extensive and varied oral practice is provided throughout, to reinforce grammatical structure, to establish correct speaking and writing habits.

The language patterns are presented to give practice in changes in form, word order, and patterns of agreement.

Techniques: The teacher will read the new materials alone, then with the class. Choral reading followed by individual reading and diologues should familarize the group with new materials. Response and pattern drills are followed by dictation after home study.

Materials: Charts showing speech sound, words and sentence structure.
Overhead projector
Paintings
Records
Mexican costumes and artifacts

Presentation:

Cultural Reading: Juan is meeting his friends for lunch. His father gives him a ride to town so that he will not be late. The boys like the Mexican restaurant on Houston Street. They usually order tacos or enchiladas from the attractively costumed waitresses.
While waiting for their food, they comment on the bright, colorful paintings decorating the room.

Enrigue explains the bull fighting techniques in "El Toro", while the boys all enjoy and keep time to the beat of Latin music.

Dialogue:

Juan---"Thanks Dad, we made it just in time."
Dad---"You're welcome, son. I'll park the car across the street, and meet you at the parking lot at 2:00 p.m."
Juan---"Fine, see you later."
Enrique---"Hi, glad you made it. The others are already inside."
Waitress---"Hello, are you joining the boys at the table near the window?"
Enrique---"Yes, thank you. (to Juan) I'm starved! Let's hurry and order."
Juan---"Hi gang! Sorry to keep you waiting."
Waitress---"Here are the menus. May I take your order?"
Enrique---"Yes,please. We'll have two regulars and two orders of chicken tacos."
Juan---"And milk all around."
Boy---"Do we pay the waitress or the cashier?"
Juan---"The cashier. How much tip do we leave her?"
Boy---"Fifteen percent is plenty. Look! I found five pesos in my pocket."
Juan---"A lot of good that's going to do you in San Antonio."
Enrique---"This was great! Call me later!"
All---"O.K. Hasta luego! Goodbye etc."

Questions about the dialogue:

1. Where does the dialogue take place?
2. Between what two persons does the dialogue take place?
3. When and where is Juan supposed to meet this person later?
4. Which of Juan's friends does Juan meet first?
5. Where are the other boys?
6. Are they sitting by the fireplace?
7. Are there others yet to arrive?
8. What did they order?
9. Whom did they pay?
10. Did they leave a tip? How much?
11. Was this a successful meeting?
12. When you go to town, where do you like to eat?
13. Do you like to eat by yourself or do you prefer to eat with someone?

Drills:

Is ('s) and are ('re) are singular and plural forms of the verb-like word, be.
The formulation of a Yes/No question including be requires that two elements change places: be and it's subject.

Change to interrogative form: the teacher makes the statement and the student changes it to the question form.

Teacher	Student
"Juan is meeting his friends for lunch."	"Is Juan meeting----?"

"They are meeting at the Mexican restaurant."	"Is Juan meeting______?"
"The restaurant is on Houston Street."	"Is the______?"
"Enrique is waiting for Juan."	"Is Enrique______?"
"The others are inside the restaurant."	"Are the others______?"
"They are sitting near the window."	"Are they sitting near______?"
"They are given the menues."	"Are they given______?"
"They are ordering their favorite food."	"Are they______?"
"The bill is paid to the cashier."	"Is the bill paid to____?"
"The tip is being discussed."	"Is the tip being discussed______?"
"They are having a good time."	"Are they______?"

Transformation Drills:

1. The student repeats an affirmative sentence after the teacher: then its negative counterpart:

Teacher	Student
Juan is meeting______.	Juan is meeting______.
Juan isn't meeting______.	Juan isn't meeting______.

2. Have the students change the affirmative statement to the negative:

Juan is meeting______.	Juan isn't______.

At another session, the past tense of be may be substituted for the present, tense, in the same "change to question form" drill. After mastering this, the sentences may be repeated one at a time in the present, then change to past and finally changed to negative.

Juan was meeting his______.	Was Juan meeting his____.
Juan wasn't______.	Wasn't Juan______.

3. The same statements may be used for two-way transformation drills, also. The students transform the affirmative statements into questions or negative statements; then the negative statements and questions into affirmative statements:

Teacher: "Juan was meeting his friends."	1st.Student: Was Juan______?
Teacher: "Is Juan at Home?"	2nd.Student: Juan's at the restaurant.

UNIT ON ADJECTIVES AND ADVERBS

Aim: To teach adjectives and adverbs through modeled structures.

Materials: Chart for points of articulation.

Phonemic problems areas: To differentiate between ch and sh sounds.

1. Points of articulation: sh is made with the front of the tongue and the hard palate. ch is also made with the front of the tongue and the hard palate.

2. Manner of articulation: sh is a voiceless fricative. (This means that the sound is extended with out stopping at the point of articulation.) ch is a voiceless affricate. (The sound is first stopped and then released with an explosion. The Spanish ch is released softly as in muchacho.)

Drills:

ch	sh
cheerfully	lusciously
richly	graciously
childishly	shapely
touchingly	ferociously
charmingly	flashingly
chiefly	shockingly
cheaply	shortly
chillingly	sharply

I. Adjectives:

Definition: An adjective (Changes, describes, and points out, other words.)

(Students repeat definition of an adjective.)

A. Drill: To use adjectives telling "which one".

1. Substitution Drill:

Teacher Stimulus	Student Response
The short man ate an apple.	The short man ate an apple.
The cheerful child	The cheerful child ate an apple.
The fat chief	The fat chief ate an apple.

2. Questions and response drill: Answer in complete sentence

	Teacher	Students
a.	The man in the choir sang? Who sang?	The man in the choir sang.
b.	The lady in the choir sang. Who sang?	The lady in the choir sang.
C.	The boy in the choir robe sang.	The boy in the choir robe sang.

B. Drills using qualifiers telling "what kind".

Directive questions:

	Teacher Stimulus	Students
a.	what kind of shoes are Joe's?	Joe's shoes are new.
b.	What kind of books are these?	Those are language books.
c.	What king of scissors are these?	Those are sharp scissors

Response will vary. Use questions with whichever ansers are evident.

C. Drill using adjectives telling "how many" with free responses.

Negative response

Teacher models first response

	Teacher Stimulus	Student Response
a.	Did some of the students do the work today.	No, all the students did the work today.
b.	Were all the students on time?	No, several students were tardy.
c.	Were all the students present today?	No, two boys were absent.
d.	Do all the teachers eat in the cafeteria?	No, twenty-five teachers eat in the cafeteria.
e.	Did all the students pass the examination?	No, some of the students didn't pass the examination.

D. Written soarwork on adjectives:

1. Underline qualifiers or words which tell "which one."
   a. The man in the blue robe sang a solo.
   b. The lady with the purse is our teacher.
   c. The short man is the minister.
   d. The charming lady is my wife.
   e. The chair near the door is broken.
2. Fill the blanks with words that tell "what kind."
   a. The ______scissors cut easily.
   b. The _______books are on the table.
   c. Joe's_______shoes hurt his feet.
   d. We saw the _______engine at the fire station.
   e. The _____children are doing their work.
3. Underline adjectives telling "how many"
   a. Fifteen students went to the concert.
   b. They saw several beautiful skits.
   c. All students make some errors.
   d. Many students missed five words.
   e. Three students were tardy.

II. Adverbs:

Definition: Adverbs are words or word groups that usually tell how, when, and where a thing is done.

Have students repeat difinition of an adverb

A Drills to use adverbs telling "how"

Substitution drill:

Teacher	Students
He worked carefully.	He worked carefully.

rapidly	He worked rapidly
ferociously	He worked ferociously
cheaply	He worked cheaply.

B. Drill to use adverbs telling "whem."

Progressive drill:
Repeat

Teacher: When did you come to school, John?

John: I came early. When did you come to school, Mary?

Mary: I came at noon. When did you come to school, James?

James: I came yesterday at 8:30. When did you come to school, Susan?

Susan: I came before lunch.

C. Drill using adverbs showing "where"

Completion drill:

Teacher Stimulus	Student Response
1. I have my book on the desk, and you?	John: I have mine in my hand.
2. I have my hat in the closet, and you?	Mary: I have mine on my head.
3. I have my pencil in my hand, and you?	Susan: I have mine in my pocket.

D. Written seat work on adverbs:

1. Underline the adverbs telling how a thing is done.

   a. The boy sang cheerfully.
   b. The lady smiled charmingly.
   c. She served the ladies graciously.
   d. I will help you shortly.
   e. The man sold his wares cheaply.

2. Answer in complete sentences. Underline the adverbs that tell when the action was completed.

   a. When does school begin?
   b. When does school end?

c. When do we have recess?
d. When do we have lunch?
e. When do you go to bed?

3. Use one word to replace underlined words. Underline adverbs showing "where".

a. Put the books on the shelf. Put the books there.
b. The books are in our desks. The books are here
c. Place the hooks above the door. Place the hooks above.
d. Put the shoes under the table. Put the shoes below.

LISTENING SKILLS

I. Objectives:

To develop listening skills and to improve attention and comprehension by the use of the following drills and methods.

II. Materials:

Chart of speech organs and telephone.

III. Procedure:

A. Practice points of articulation by using the chart of speech organs.

Speech Organs

L---lip

T---teeth

R---ridge

RM--roof of the mouth

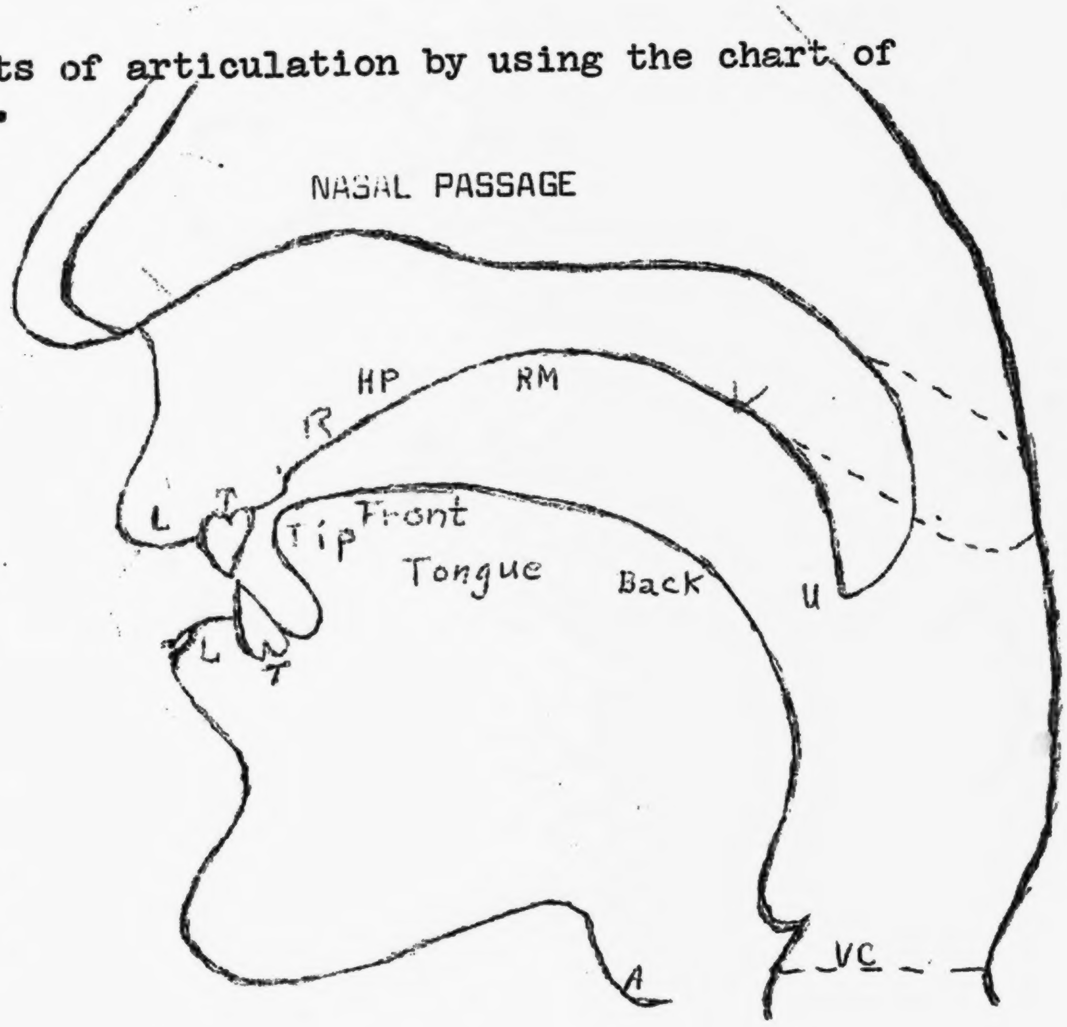
HP--hard palare

V---Velum

U---Uvula

A---Adams apple

VC--Vocal cords



STUDYING DIACRITICAL MARKS

Objectives:

1. To be able to use the dictionary to unlock the pronunciation and meaning of strange words.

2. To be able to use letter sound association with context to fighre out strange words.

Method:
Use listening, speaking, reading and writing skills.

1. The ears of the pupils must be trained to recognize sounds. Practice a few minutes each day. The teacher should model each pattern at least three times.

2. Next ask the pupils to listen to the sounds of words given in context. Have them repeat the sounds heard and pronounce the sentences.

3. Require the pupils to use the knowledge of sounds in their reading and study.

4. Test the pupils to see if they can recognize the sound for which the vowel stands.

STUDYING DIACRITICAL MARKS

A dictionary has a full key to pronunciation of words. This key shows the marks that help you to pronounce words correctly. The marks that show how to pronounce a word are called diacritical marks.

The most frequently used diacritical marks are the macron and the breve. Both the macron and the breve are used over the vowels a, e, i, o, and u.

The breve, a curved line above a vowel, shows that the vowel has the so-called "short" vowel sound. The English /æ/ heard in hat is a problem for Spanish speakers. They can pronounce /e/ with higher tongue position and /a/ as in hot with lower tongue position, but not /æ/ which is somewhere between the two. To teach /æ/ pronounce /e/ and /a/ several times, then pronounce and imitate the /æ/.

Drills:

1. Substitution:

Take the basic sentence, "Do you see the apple?" Give examples orally pointing to appropriate pictures.
Teacher: Do you see the apple?

The student repeats an utterance aloud as soon as he has

Do you see the animal?
Do you see the bat?
Do you see the cap?

2. Repetition:

The student repeats an utterance aloud as soon as he has heard it. The utterance must be brief.

Teacher	Pupil
a. I live on Edna Avenue.	I live on Edna Avenue.
b. I lived on Edna Avenue.	I lived on Edna Avenue.
c. I lived on Edna Avenue years ago.	I lived on Edna Avenue years ago.

After the student has repeated the model, he may add a few words.

3. Inflection:

One word in an utterance appears in another form when repeated.

Teacher	Pupil
a. I bought the bat.	I bought the bats.
b. I drew the map.	She drew the map.
c. We kill rats.	We killed rats.

4. Replacement:

Teacher	Pupil
a. Helen painted the bed.	She painted the bed.
b. They gave the boy a sled.	They gave him a sled.
c. I sell candy.	They sell candy.

5. Transformation:

Teacher	Pupil
a. He knows my pet.	He doesn't know my pet.
b. Does he know my pet?	He used to know my pet.
— [illegible]	— [illegible]

[illegible]

Minimal Pairs:

1. pet, pat 3.hem ham 5.dead dad 7.ten tan
2. bet bat 4.less lass 6.bed bad 8.men man

Minimal Pairs: /ə/ /a/

1.cup cop 2.duck dock 3.bug bog 4.duff doff

Speech Exercise:

The country store sells dates, beets, and meats; hats, mitts, and nuts; boots, bats, and boats.

The macron, a short straight line above a letter, shows that the vowel sound is the same as the name of the vowel, or that it has the so-called long vowel sound.

Patterned Practice

1. Question and answer drill:

What do I have on my desk? I have a leaf.

Begin with group or choral recitation. When the class is successful move to individual recitations. Ask all of the students questions using words with a long e.

2. Directed Dialogue:

Joe, ask Marie what she has.

Joe: What do you have, Marie?

Marie: I have an apple seed.

The Spanish child does not differentiate between sounds that are in between /i/ and /e/.

These minimal pairs may be used for drills.

1. it eat

2. is ease

3. dip deep

4. fit feet

5. sick seek

6. rich reach

7. tin teen

8. hid heed

9. did deed

10. lip leap

Drills:

1. Item Substitution:

Teacher	Pupil
a. I have a pot today.	I have a pot today.
b. now	I have a pot now.
c. cot	I have a cot now.

2. Replacement Drill:

A sentence is given and repeated: then one additional word is given which is fitted into the sentence. Only one substitution is made at a time.

Teacher	Pupil
a. She dropped her clock.	She dropped her clock.
b. He	He dropped his sock.
c. Lost	He lost his sock.
d. They	They lost their jobs.
e. I	I lost my job.

These words may also be used in drills to help the students differentiate between the sounds of/æ/. and /a/.

cop	bog	doff	slot	plot
cap	bag	daff	slat	plat

Tests: Write the following sentences on the board. Say, "You know the long sounds and the short sounds that vowels have. Look the underlined words up in the dictionary and transfer the proper sound."

Sentences: Once there was a ranger who lived in a cabin on a hill.He met a bear near the stream by his cabin.
One day he went on a long hike. When he returned he heard a rattle of tin things in his cabin. He didn't have a pet upon which to place the blame for the noise.

Say: We are going to find out how well you know the sounds for which certain vowels or vowel combinations stand. On your paper there are fifteen numbered rows of words. In each row there are three words that sound alike except for the vowel sound in each word. I will ask you to draw a line around a particular one of the words in each row. I will repeat thw word in each row that you are to draw a line around. Now look at the words on row 1. Draw a line around the word that you think is cramp. Draw a line around the word that you think is mute. (Pronounce the vowel u as in use.

Vowel Letter Sound association	Words		
1. short a	crimp	cramp	crump
2. short e	dint	dent	daunt
3. short i	hill	heel	hall
4. short a	sack	sock	suck
5. short a	pet	pot	pat
6. short e	ten	tan	ton
7. long a	vile	vale	vole
8. long e	stale	stile	stele
9. ea	pleat	plait	plight
10./a/ as in hot	chap	chip	chop
11.short i	bin	bun	ban
12.short o	crotch	cratch	crutch
13.short i	bit	bet	bat
14. long i	bide	bode	bade
15. short u	slag	slog	slug

Mathematical Unit

Subject: Language structural forms in teaching fractions.

Aim: 1. To understand the relationship between whole numbers and fractions.
2. To learn the structure through inductive reasoning; to divert students rom thinking too much about the structures.
3. To learn the vocabulary involved in using fractions.
4. To clarify lingustic problems areas.

Materials: Pictures or models of pies, apples, cakes, squares a number line, and charts with directed information.

Vocabulary: Fraction [illegible] Proper fraction
[illegible] [illegible] [illegible] er fractio
w[illegible] numbers numerator

Vocabulary: fraction
fractional bar
whole numbers
mixed numbers
denominator
numerator
proper fraction
improper fraction
division

Linguistic problem sreas: t=sh sound
s=zh sound

Drill:

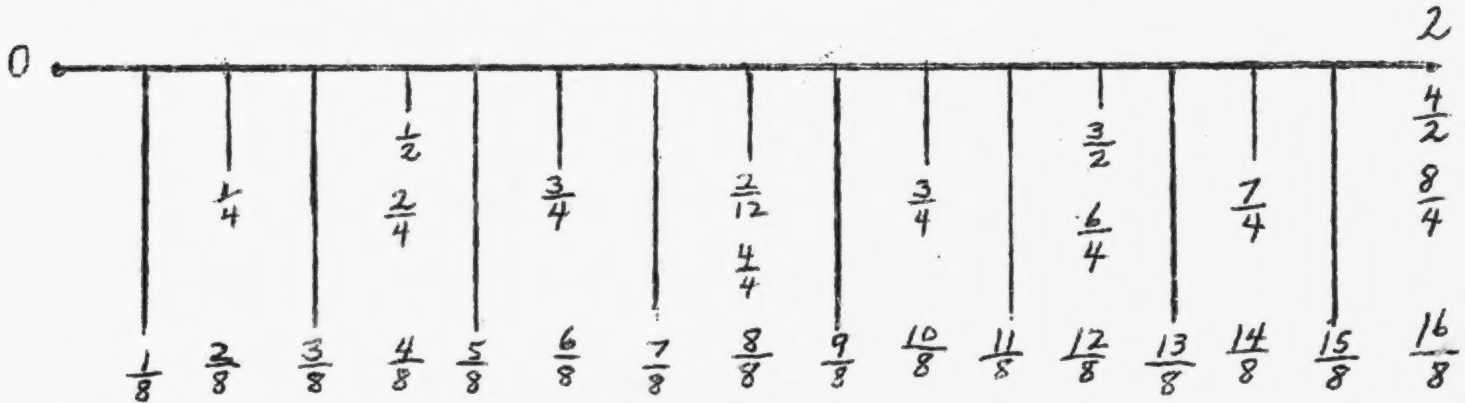
t=sh sound	s=zh sound
fraction	measure
condition	division
exception	television
mention	treasure
indention	pleasure

Structural drills: These following drills are not intended to be used in one exercise; but used as needed to strengthen the student's understanding and reenforce his communication skills.

Substitution: Showing pictures of these articles

Teacher	Student - whole class
This is a whole pie.	This is a whole pie.
Apple________	This is a whole apple.
Cake__________	This is a whole cake.
Square_______	This is a whole square.

(Have the following on a chart.)



(Have the following on a chart)

I. Fractions like $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{7}{8}$ are proper fractions. All proper fractions have a value less than 1. The numerator of a proper fraction is smaller than the denominator. (Discuss number line.) Fractions are divided by a fractional bar. The lower numeral tells how many parts into which the whole is divided. The top numeral shows how many of these equal parts there are.

Drill: To teach improper fractions.

Question and response drill:

Teacher	Response
Is $\frac{3}{4}$ a proper fraction? Why? Repeat:	Yes, it has a value less than 1. or Yes, the numerator is smaller than the denominator.
Is $\frac{8}{8}$ a proper fraction? Why?	No, it has a value of 1.
Is $\frac{2}{3}$ a proper fraction? Why?	Yes, it is. (or one of the above.)
Is $\frac{7}{6}$ a proper fraction? Why?	No, the numerator is larger than the denominator.

II. (Have some student read from chart.)

Fractions like $\frac{4}{3}$, $\frac{7}{4}$, $\frac{3}{2}$ and $\frac{5}{3}$ are improper fractions. Improper fractions have a value equal to or greater than 1.

Progressive drill:

Teacher to student X	Student X
Is $\frac{4}{3}$ an improper fraction? Why?	Yes, the numerator is larger than the denominator.
Is $\frac{7}{6}$ an improper fraction?	Yes, it has a value greater than 1.
Is $\frac{3}{5}$ an improper fraction?	No, it isn't.
Is $\frac{3}{3}$ an improper fraction?	Yes, it has a value of 1.

III. (Have some child read from chart.)

Numbers like $1\frac{1}{2}$, $24\frac{3}{4}$, $7\frac{3}{8}$, and $6\frac{2}{3}$ are mixed numbers. A mixed number is the sum of whole number and a fraction. $2\frac{1}{2}$ means $2 + \frac{1}{2}$ and is read two and one half.

Teacher Models first Statement - Class repeats.

Teacher	Class
What do these numerals mean?	
Read $2\frac{5}{6}$.	$2\frac{5}{6}$ means $2 + \frac{5}{6}$
" $7\frac{1}{4}$.	$7\frac{1}{4}$ means $7 + \frac{1}{4}$
" $8\frac{1}{3}$.	$8\frac{1}{3}$ means $8 + \frac{1}{3}$
" $9\frac{1}{2}$.	$9\frac{1}{2}$ means $9 + \frac{1}{2}$

Read From Chart:

Iv. Another meaning of $\frac{9}{8}$ is $9 \div 8 = 1$. The remainder is 1 and $1 \; 8 = \frac{1}{8}$. The quotient is $1 + \frac{1}{8} = 1\frac{1}{8}$.

Change these improper fractions to whole or mixed numbers?

	A.	B.	C.
1.	$\frac{3}{2} =$	$\frac{4}{3} =$	$\frac{5}{2} =$
2.	$\frac{7}{5} =$	$\frac{11}{8} =$	$\frac{6}{5} =$
3.	$\frac{11}{3} =$	$\frac{19}{8} =$	$\frac{7}{6} =$
4.	$\frac{8}{3} =$	$\frac{14}{5} =$	$\frac{9}{2} =$
5.	$\frac{16}{4} =$	$\frac{12}{3} =$	$\frac{10}{5} =$
6.	$\frac{8}{4} =$	$\frac{6}{3} =$	$\frac{8}{2} =$

(After completion let students go to the baard and explain answers.)

INERTIA IN SPACE

Objectives:

1. To teach the concept of inertia.
2. To clarify Sir Isaac Newton's first law of motion: An object at rest tends to remain at rest; an object in motion tends to remain in motion.
3. To teach that a rocket meets no resistance or friction in space.
4. To learn vocabulary and clarify linguistic problem areas in the study of Science.
5. To develop the skills of listening, speaking, reading, and writing in English in the field of Science.

Materials:

Individual copies of "Inertia in Space", pictures of rockets, penny, file card, glass, marble, thick cloth, paper, paper dart.

Vocabulary:

inertia
velocity
resistance
friction

Inertia in Space

A rocket blasts off from the earth. It tears away at escape velocity and levels off for a flight to the moon. The rocket circles the moon, then returns to earth. It travels 500,000 Miles.

Another rocket blasts off. It, too, builds up an escape velocity. It gets well away from the clutches of gravity, then levels off for a long flight through space. It circles Mars. Then it returns to earth. This second rocket covers a distance of nearly 70,000,000 Miles.

One rocket completes a journey of only 500,000 Miles. The second rocket goes into interplanetary space for 70,000,000 miles. Yet, the two rockets use about the same amout of fuel.

A scientific principal known as inertia explains this amazing fact. Sir Isaac Newton sums up inertia in his first law of motion: If no outside force acts on a body, it will continue at rest or will continue to move along a straight line with constant velocity.

In outer space, a rocket meets no resistance, or friction.

Upon attaining escape velocity, it is free of gravity. There is no air in space to cause friction. The invisible atomic particles in space are far apart. They cause little if any, friction. Thus, a rocket moves freely in space.

An engine lifts a rocket into space. The rocket then is on its way, and the engine burns out. But the rocket keeps moving. It moves without an engine. Inertia keeps it moving. There is no friction to hold it back.

Fuel is necessary to get the rocket off the ground and through the atmosphere. But, once in space, the rocket is on its way. It can reach the moon or Mars with about the same amount of fuel. Inertia keeps it going!

Procedure:

1. Review vocabulary covered in previous lessons--in context.
2. Pass out copies of the article on inertia. Have the pupils follow as it is read by the teacher.
3. Choral reading--read the material togather.
4. Individual reading--have varous individuals read parts of the article.
5. Stress law of motion, repeating in chorus and individually.

Review:

a. Escape velocity is the speed an object must build up to escape from the pull of earth's gravity and go into outer space. Escape velocity is 25,000 miles per hour.
b. Gravity is the force that holds things to the earth or pulls them to the earth if they are released in space near the earth.
c. Resistance is the ability to exert force in the opposite direction.
d. Friction is the rubbing of one thing against another.
e. Friction causes resistance.

I. **Experiment**: Materials--card, penny

Place the card on a table. Let part of it extend over the edge. Place a penny on the end that remains on the table. Flick card with a quick snapping blow.

Explain that both the card and the penny have inertia. The two objects remain a rest. They will remain at rest until some force is exerted on them. Your finger exerts a force on the card. The card goes into motion. The penny remains at rest. Inertia keeps it there. There is no force to make it move.

Drill:

Repetition Drill

Teacher

a. An object at rest will remain at rest.
b. An object in motion tends to remain in motion.
c. Some force must be present to act on inertia.
d. The card is at rest.
e. The penny is at rest.
f. The finger is the force that moves the card.
g. The penny remains at rest.
h. Inertia keeps the penny there.
i. There is no outside force on the penny.
j. Inertia keeps the penny there.

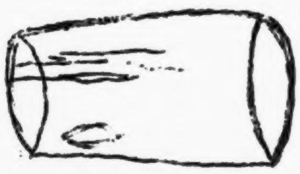
Students Repeat in chorus and individually

Completion Drill:

Teacher	Students
a. An object at rest will remain at ________.	An object at rest will remain at rest.
b. An object in motion tends to remain _______.	An object in motion tends to remain in motion.
c. Some outside force must act on____________.	Some outside force must act on inertia.
d. The penny didnot move because of__________.	The penny did not move because of inertia.
e. _______kept the penny there.	Inertia kept the penny there.

II. **Experment:** Materials---penny glass

Place the penny in the glass. Hold the glass in one hand in horizontal position. Point the open end forward. Walk fast--stop suddenly. (Let children try, then have them discuss what happened and why.) Your body, the glass, and the hand have inertia. They are in motion and will remain in motion until a force stops them. Your body is suddenly stopped. The glass comes to rest because it is held in your hand. The penny continues to move forward. Inertia keeps it in motion.



Repetition Drill:

Teacher	Students
a. The body had inertia.	Repeat in chorus and individually.
b. The glass and the hand had inertia.	
c. The penny had inertia.	
d. A body in motion will continue in motion	
e. Some force must stop inertia.	

Completion Drill:

Teacher	Students
a. The glass was held in the_________.	The glass was held in the hand.
b. The glass was stopped by the_______.	The glass was stopped by the body or hand.
c. The penny continues in ___________.	The penny continues in motion.
d. No force stopped the ___________.	No force stopped the penny.
e. ________kept the penny moving.	Inertia kept the penny moving.

Replacement Drill:Give a clue word

a. The body had inertia.	It had inertia.
b. The glass and the hand had inertia.	They had inertia.
c. The penny had inertia.	It had inertia.
d. Some force must stop inertia.	Something must stop inertia. Or some force must stop it.
e. The glass was held in the hand.	The glass was held in it.
F. No force stopped the penny.	No fome stopped it.

Restatement Drill:

a. Mary, ask Janie what stopped glass.	Mary: Janie, what stopped the glass?
b. Joe, ask John what the glass and the penny had.	Joe: What did the glass and the penny have, John?
c. Rosa, tell Sylvia what the penny had.	Rosa: The penny had inertia.
d. Sam, tell Judy why the penny did not stop.	Sam: No force stopped the penny. Itt had inertia.

III. Experiment: Materials--marble, heavy cloth, smooth surface

Let a child roll a marble along a flat, smooth surface. Note that there is little friction to hold the marvle back. The marble has inertia until some force stops it. The marble will not move until some force moves it. Then let him roll the marble along the heavy cloth. Note that there is more friction, so the marble does not roll as far. It rolls until the force of friction stops it. Have drills patterned after the previous ones.

IV, Experiment: Materials ---a flat piece of paper, paper dart. Drop a piece of flat paper and note the friction of air a as it flutters to the floor. The surface of the paper is large enough to be held somewhat by the friction of air. Ask children if they can explain why it does not flutter. Then let a child drop a paper dart. (Its sharp streamlined nose reduces friction. It does not flutter to the floor. There is not much outside friction.)

Pattern more drills.

Summary: Go back to article. Repeat in chorus and individually paragraphs 4,5,6, and 7.

Testing:

List some words. Read one word in the list and have the pupils draw a ring around the one you read.

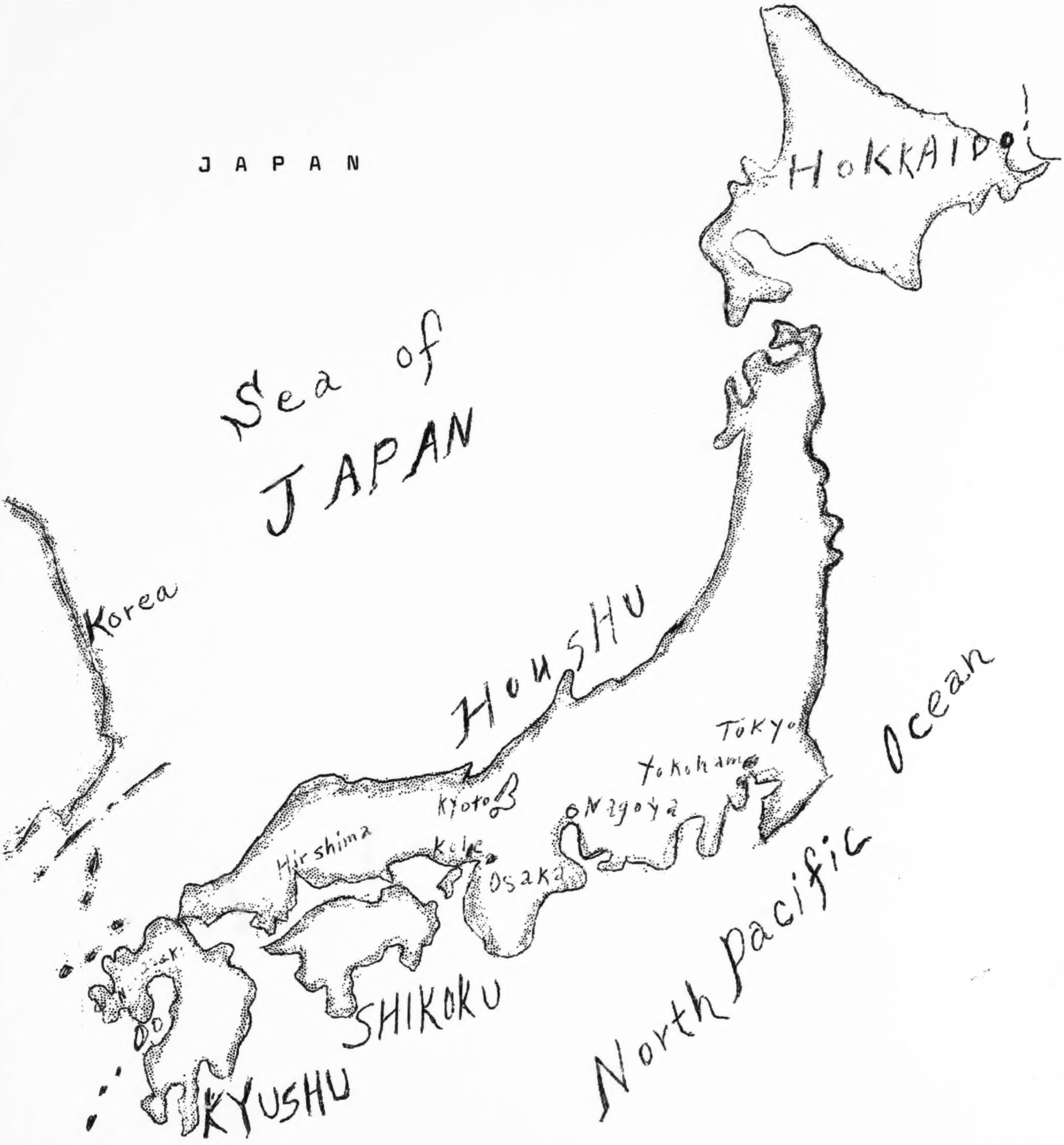
Example: Famous Friction Fraction

Speaking: Have a question and response test. Be sure all answers are in complete sentences.

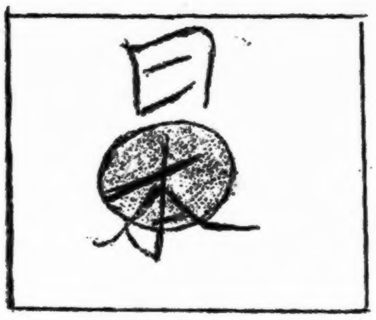
Reading: Have a box of facts taken from the article on the board. Have students read them.

Writing: Have the students copy the box of facts, They may check each others for mistakes. These may be taken home for study.
After study dictate santences from the box of facts.

J A P A N


HOKKAIDO
Sea of JAPAN
Korea
HONSHU
Tokyo
Yokohama
Nagoya
Kyoto
Kobe
Osaka
Hirshima
SHIKOKU
KYUSHU
North Pacific Ocean

SIXTH GRADE SOCIAL STUDIES



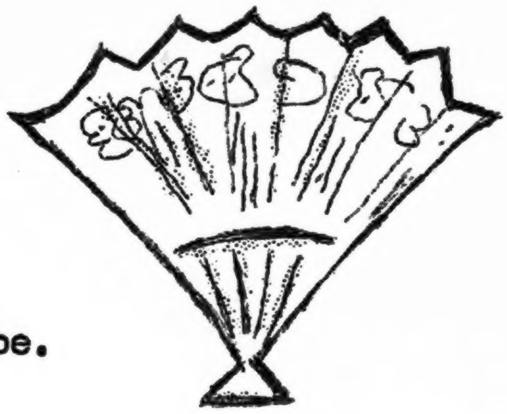
Japan

LINGUISTIC FOCUS: Intonation pattern drill

I. OBJECTIVES:

A. The pupil will be able to identify and use the correct pronunciation of the vocabulary used in 6th grade Social Studies on "Japan."

B. The pupil will be able to use correct intonation patterns through the maximum use of audio-lingual techniques and drills.



Fan

(Sensu)

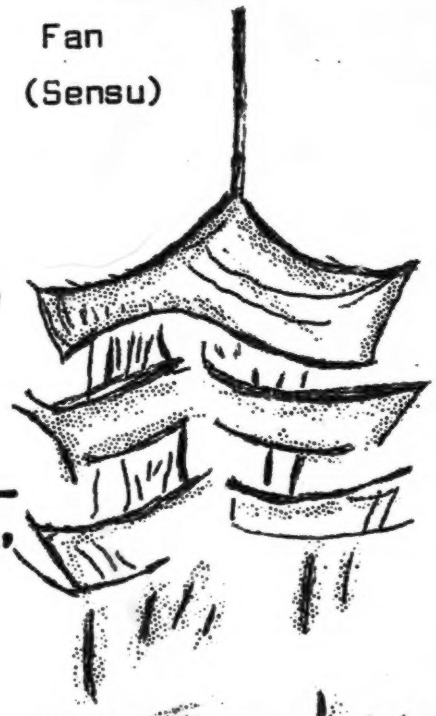
II. MATERIALS:

A. Text books, the world map, the globe.

B. Films and a film projector, film-strips, charts and posters.

C. Products made in Japan.

D. Records and tape recorder.



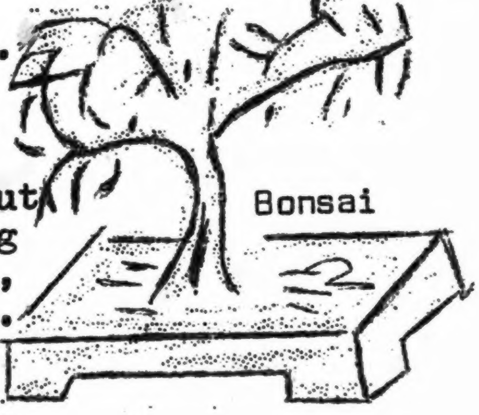
Pagoda

(goju-no-to)

III. PRESENTATION:

Read paragraph listed below:

"Japan is an island country in the Pacific Ocean. It lies along the north-eastern coast of Asia and faces Russia, Korea, and Communist China. The Japanese people call their country NIPPON, or HINON, which means source of the sun. The Capital and largest city is Tokyo. Japan is a land of beautiful mountains as well as islands. Nearly all of the people of Japan live on the four islands, Hokkaido, Honshu, Shikoku, and Kyushu.. These four islands extend from north to south about 1,300 miles. If they were placed along the eastern coast of the United States, they would extend from Main to Florida. But the total size of Japan is smaller than that of Montana. In spite of the small size of the country, however, the

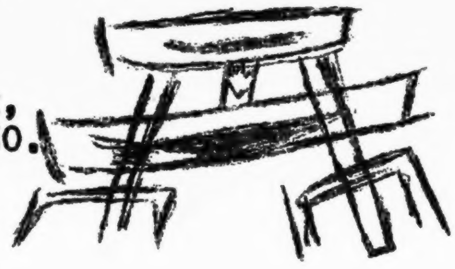


Bonsai

Japanese people have made their country one of the leaders in Asia. The skillful, hard-working people of Japan are their country's greatest resource."

The World Book Encyclopedia, vol.11, Field Enterprises Educational Corporation, Chicago, 1967m,p. 30.

Old World Lands, the 6th grade texbook, Silver Burdett Co., Chicago, 1961,p.250.

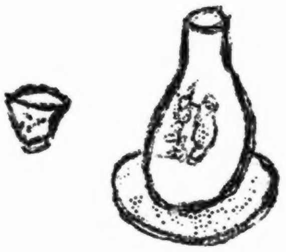


Gate (torii)

IV. PROCEDURE:

A. Repetition Drill: The teacher models a sentence 3 times or so, and the pupils, in chorus- and individually, repeat the model as they have heard it. Intensive intonation patterns are taught by imitation of the model sentences.

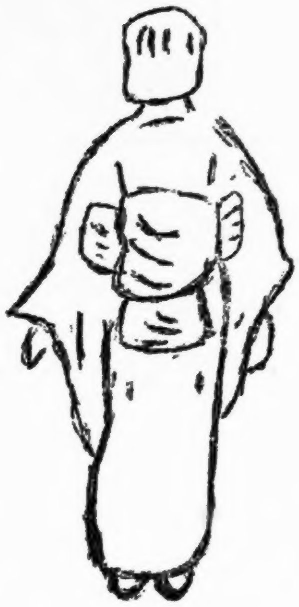
Teacher Stimulus	Pupil Response
"Japan is an island country in the Pacific Ocean."	"Japan is an island country in the Pacific Ocean."
"It lies along the northeastern coast of Asia and faces Russia, Korea, and Communist China."	"It lies along the northeastern coast of Asia and faces Russia, Korea, and Communist China."
"Ramon, where is Japan?"	"Japan is an island country in the Pacific Ocean."
"Rosa, where does Japan lie in the Pacific Ocean?	"It lies along the north_eastern coast of Asia and faces Russia, Korea, and Communist China."
"Gilda, will you come to the board and point out Japan on the world Map?"	She points out Japan on the world map and shows the location in Asia.
"The Japanese people call their country NIPPON, or NIHON, which means source of the sun."	"The Japanese people call their country NIPPON, or NIHON, which means source of the sun."



(Sake set)

B. QUESTION AND RESPONSE DRILL:

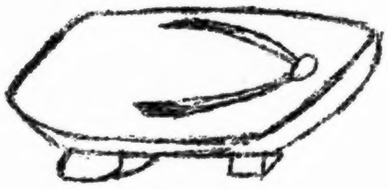
Teacher Stimulus	Pupil Response
"Roberto, what do the Japanese people call their country?"	They call their country NIPPON, or NIHON."
"Bertha, what does NIPPON, OR NIHON mean?"	"It means source of the sun."
"The capital and largest city is Tokyo. Japan is a land of beautiful mountains as well as islands."	
"Ralph, what is the capital of Japan?"	"The capital of Japan is Tokyo."
"Maria, is Japan a land of beautiful mountains as well as islands?"	"Yes, Japan is a land of beautiful mountains as well as islands."



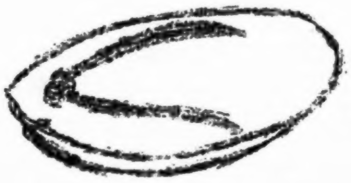
Lady (Hujin)
Kimono

C. DIRECTED DRILL:

Teacher Stimulus	Pupil Response
"Ismael, ask Roger, 'On what islands do Japanese people live?'"	"Roger,"On what islands do Japanese people live?"
	"Nearly all of the people of Japan live on the four islands."
"Roger, ask Emilio, 'What are the four islands of Japan?'"	"Emilio, 'What are the four islands of Japan?'"
	"The four islands of Japan are Honshu, Hokkaido, Shikoku and Kyushu."
"Emilio, ask Daniel, 'How far do these four islands extend from north to south?'"	"Daniel, 'How far do these four islands extend from north to south?'"

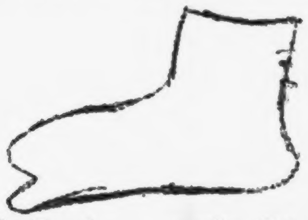
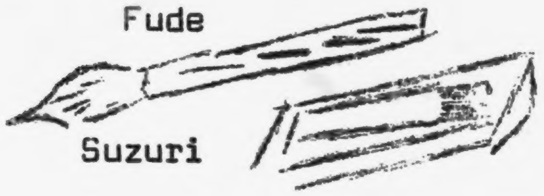


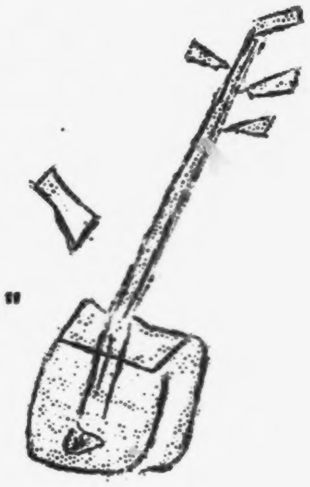
Geta



Zori

Mama-san

	"They extend from north to south about 1,300 miles."
"Daniel, ask Sylvia, 'What is to total size of Japan as compared with that of the United States?'"	"Sylvia, what is the total size of Japan as compared with that of the United States?"
	"The total size of Japan is smaller than that of Montana."
"Sylvia, ask Diana, 'What is the greatest resource in Japan?'"	"Diane, "What is the greatest resource in Japan?"
	"The skillful, hard-working people of Japan are their Country's greatest resource."



D. PRONUNCIATION DRILL: The teacher models proper nouns 3 times with special emphasis on accent, stress, pitch (Intonation) and the pupils, in chorus and individually, repeat as they have heard it.

Teacher Stimulus	Pupil Response
"Japan, the Pacific Ocean, Asia, Russia, Korea, Communist China, Tokyo, Hokkaido, Honshu, Shikoku, and Kyushu."	"Japan, the Pacific Ocean, Asia, Russia, Korea, Communist China, Tokyo, Hokkaido, Honshu, Shikoku, and Kyushu."

E. Facts in Brief:

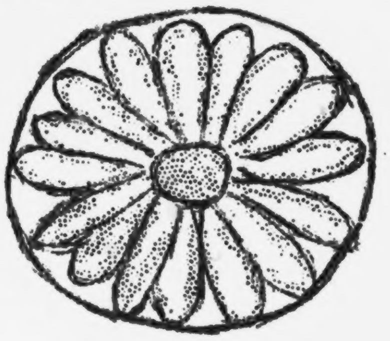
Form of Goverment: Constitutional Monarchy, 46 prefectures. Symbol of state: Emperor. Head of Goverment: Prime Minister.

Area: 142,726 square miles. Coast line (main Isla_nds): 5,500 miles.
Elevation: Highest, Mount Fuji, 12,388 feet; lowest; sea level.

Population: 1960 census-93,418,501, 1967 estimate-98,682,000, density; 691 persons to the square mile. 64 per cent urban, 36 rural.

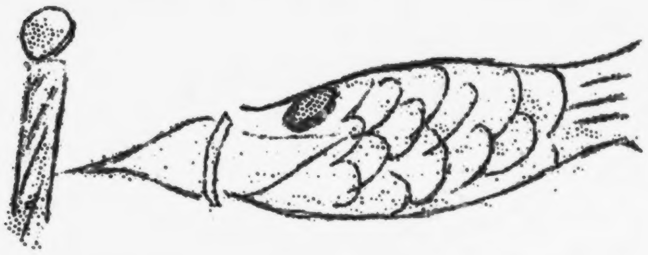
National Anthem: "Kimigayo" ("The Reign of Our Emperor")

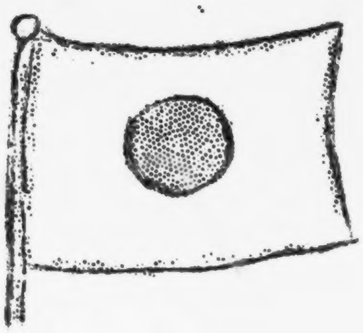
National Flower: Cherry blossom. National tree; Pine tree
Religion: Shinto, Buddhism. Literacy: 98 per cent.
The crest of the Imperial Family of Japan is a chrysanthemum with 16 petals.



Japan's Flag is a red sun on a white field. Japan is called the Land of the Rising Sun.

The National Diet Building: Meeting place of Japan's parliament, was completed in 1936 in Tokyo.





V. EVALUATION: Oral and Written Review.

A, To provide oral question and response test, and map drawing to evaluate pupils' knowlege of correct use of the proper nouns in speaking and writing.

Pronunciation Key: Sounds of Japanese vowels are similar to those of Spanish.

Hokkaido /hók+kàydo↓/ = the northern island

Honshu /hón+šù↓/ = the main island

Shikoku /ší+kòku↓/ = the four prefectured island

Kyushu /kyú+šu↓/ = the nine pretectured island